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ABSTRACT

A study was conducted to survey all of the adult basic education (ABE) teachers in the state of Washington, giving special attention to the part-time teachers' demographic characteristics and inservice training needs. The study also sought to compare the teachers' statements of need with those of administrative supervisors of the state's local ABE programs and of state-level officials in the field of ABE. Population for the study was a list of 161 teachers identified as teaching in ABE programs, 33 persons identified as local coordinators, and 9 persons identified as state-level ABE officials. These persons were mailed three forms of a needs assessment questionnaire, depending on the group to which they belonged, with a return rate of 95 percent. Demographic characteristics of the teachers found by the survey were that the teachers were about 68 percent female, about 82 percent part time, about 60 percent under 40 years of age, and almost certain to have a college degree. Most of the part-time teachers were homemakers, moonlighters with a full-time teaching job, or persons teaching part time while hoping for a full-time teaching job. All three groups surveyed expressed a need for inservice training, with the coordinators and state officials seeing more needs than the teachers. The teachers rated three items among their highest needs: practical ways of motivating ABE students, knowledge about other school and community resources for referral, and methods for raising students' self-concepts. Recommendations were made for more inservice training activities and for incentives for part-time teachers to attend more training sessions. (KC)

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"AN ASSESSMENT OF THE INSERVICE TRAINING NEEDS OF PART-TIME ABE TEACHERS IN THE STATE OF WASHINGTON"

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Part 1

THE NEED FOR A STATE-WIDE SURVEY

The Adult Basic Education (ABE) program has flourished in the state of Washington since the enactment of the original federal legislation in 1964. ABE funds come to the Office of the Superintendent of Public Instruction which allocates the money to the provider schools. These programs are offered by twenty-three community college districts, five vocational technical institutes, and one occupational industrialization center.

These Washington schools vary widely in their employment practices when hiring teachers for ABE programs. The spectrum ranges from an almost entirely full-time staff to some completely part-time ABE faculties, with the majority of employees being part-time.

The training and experience of Washington's ABE teachers vary also. A few have master's degrees in adult education; some have never taught before; many have experience and training in teaching children. These varied backgrounds are the setting for the state's staff development activities. The state is part of the Region X Consortium for Staff Development which has contributed toregional, state, and local staff training programs and activities.

Because of the high incidence of part-time employees, there are special problems which arise in providing inservice to ABE teachers. A few of these problems are the following: (1) The distance from activities is sometimes a difficulty for all ABE teachers; (2) part-time teachers are assigned more frequently to off-campus sites and to programs in remote areas, and information about inservice programs does not always reach teachers in these rural areas; (3) while some

activities compensate participants for mileage and offer a per diem, participation is sometimes at a personal cost to the teacher. These and other factors provide a challenge when thinking about how to provide inservice training that will reach and affect part-time ABE teachers.

Statement of the Problem

There is an increasing use of part-time teachers in community colleges, vocational technical institutes, and other educational agencies that teach adults; this is true for the state of Washington as well as for the nation. The use of part-time employees has been, and is, a trend which also affects the teaching of Adult Basic Education.

The research literature indicates that across the nation part-time teachers in community colleges and in ABE programs manifest some special problems when compared with full-time teachers:

1. They are paid less and have less benefits than full-time teachers (Tuckman and Vogler, 1978:77; Lombardi, 1975:39; and Anderson, 1975:64).

2. They have less training to teach adults and less experience (Bender and Breuder, 1973:30; Cohen and Brawer, 1977; and Friedlander, 1980:34).

3. They have less contact with peers and are less available to students (Bender and Breuder, 1973:30).

4. Part-time teachers in community colleges differ from full-time teachers in instructional practices in that they use less instructional media, require less homework, and place less emphasis on written assignments (Friedlander, 1980).

Typically inservice training is not built into part-time teacher contracts; success, when training is offered, depends on the good will, available time, and unpaid attendance of the part-time teachers.

Because part-time teachers are employed in such

large numbers in the teaching of ABE in Washington, attention to their special needs seems to be a high priority. Investigations at state and regional offices indicate that there have been no avilable data on the numbers, educational backgrounds, experience, career plans, and other characteristics of the state's ABE teachers, particularly the part-time teachers. Further, although many staff development activities are provided, there has been no assessment made throughout the state to determine teacher needs and to see if part-time teachers have special needs different from the full-time teachers. Finally, little has been done to develop programs specific to stated needs using methodologies particularly suited to the characteristics of part-time teachers.

Purpose of the Study

The purpose of the study was to survey all of the ABE teachers in the state of Washington, giving special attention to the part-time teachers' demographic characteristics and inservice training needs. The study also sought to compare the teachers' statements of need with the perceptions of two other groups who are frequently involved in the planning and execution of ABE inservice training, whether regional, state, or local. These other viewpoints were elicited from the administrative supervisors of the state's local ABE programs and from state-level officials and experts who have a state-level view of inservice training of ABE teachers.

Research Questions

Specifically, the study tried to answer the following questions: (1) Who are the part-time ABE teachers in the state of Washington? (2) Are there some significantly different sub-groups among the part-time ABE teachers?

(3) What has been the prior inservice training experience of part-time ABE teachers? (4) What do part-time ABE teachers see their present inservice training needs to be? (5) What do others who quide the planning of inservice training see as the training needs of ABE teachers in the state? (6) Are there needs particular to part-time ABE teachers?

Part 2, which follows, will review what other research has said about the areas of part-time teaching, ABE teachers, and inservice training. Part 3 will explain how the present survey was conducted. Part 4 will summarize the findings of the study. And finally, Part 5 will give conclusions and recommendations.

Part 2

PREVIOUS RESEARCH

To appreciate fully the data that will be presented concerning the part-time ABE teachers in Washington State and their inservice training needs, it will be well to examine the larger phenomenon of part-time employment that has been occurring in American community colleges over the last two decades.

Part-Time Teachers in Community Colleges

Lombardi (1975) noted a pattern in community colleges of a steady shift to the use of more and more part-time teachers. He maintained that this increase occurred because of the growing number of part-time students, off-campus classes, and evening classes. Often these classes were taught by full-time faculty doing "overload" beyond their regular hours. However, from 1962 onwards, many part-time teachers were hired for these positions. Part-timers, Lombardi noted, were even teaching daytime classes which had always been the preserve of the full-time teachers.

Table 2.1, displayed on the next page, shows the growth in American community colleges' use of the part-time tearchers, in gross numbers and as a percentage of the whole; the table is taken from Lombardi (1975:17).

Lombardi (1975) also noted that the practice of hiring part-time teachers was more widespread in some states than in others; in 1964 there were more part-time teachers than full-time teachers in 16 states.

Table 2.1

Part-Time and Full-Time Community College Faculty
(1962, 1970, 1974)

	1962		1970		1974	
	Number	%	Number	%	Number	%
Part-time	11,530	38.5	48,855	40.0	80,527	49.7
Full-time	18,452	61.5	73,282	60.00	81,658	50.3
Total	29,982		122,138		162,185	

In 1980 in the state of Washington, John Terrey, Director of the State Board for Community College Education, in a conversation, estimated that two-thirds of the state's community college teachers are part-time, and they accounted for about one-third of the instructional time given to students (Terrey, 1980).

Part-Time Teachers in ABE

The use of the services of part-time teachers to teach ABE classes has been greater than the trends just described for community college teaching in general. Mezirow et al. (1975) did a study of six cities across the country to gain a base-line of data for national ABE planning. They found that about 80 percent of the ABE teachers were part-time. The predominant pattern of work was seen to be two or three hours a night twice a week. Two out of three of these teachers were full-time teachers in the public schools, moonlighting in ABE during evening hours. Park (1977) did a study of ABE teachers in five states which had large ABE

programs. She found that 82 percent of the ABE teachers were part-time.

Motivational Categories

Howard P. Tuckman (1978), in a national survey of 128 institutions of higher education (including 40 two-year institutions), examined the motivations of part-time teachers and developed a "taxonomy of part-time" which provides a set of seven motivational categories. These categories will be used later in the study when reporting results for teacher subgroups. Tuckman's categories are as follows:

Semiretireds

This group is made up of ex-fulltimers who have reduced their activities and some who have taught part-time during their entire teaching careers. They like teaching and are not concerned about future job prospects.

Students

They are working on a degree, but usually teach at some other school. They are trying to supplement their income and gain experience.

Hopeful Full-Timers

These are teachers who have not been able to find full-time jobs but are hopeful that their present part-time employment will lead to a full-time position. Some of these teachers need experience to make them more salable; some are working enough hours at one or several schools to be called full-time, but are classified as part-time. This group is "highly concerned about their careers."

Full-Mooners

These part-time teachers "hold a second job of thirty-five hours a week or more." They are usually in their part-

time jobs for supplemental income and have less hours to give to class preparation. They cannot be as flexible in their hours of working as the Hopefuls.

Homeworkers

These teachers work part-time only, so they can keep enough time to care for children or other dependents in the home. Their available hours are limited by these responsibilities. The part-time job may be the only income, or it may supplement another job or a spouse's income.

Part-Mooners

These are teachers with a second job which requires more than one, but less than 35 hours. Two jobs are required to reach the desired workload or income. The Part-Mooner will respond more readily than the Full-Mooner to job offers in other locations.

The Part-Unknowners

This is a kind of miscellaneous category of part-time teachers that includes people with a taste for leisure, persons in between jobs, and those who just want to keep in touch with the academic world. (Cf. Tuckman, 1978:307-8.)

Table 2.2, on the next page, reproduces the numbers and percentages that Tuckman (1978:308) found in his study done for the American Association of University Professors.

These categories of Tuckman will help to answer the question of whether the ABE part-time teachers have some sub-groups with characteristics or perceptions different from other groups and sub-groups.

Besides Tuckman, other authors have spoken to the question of motivation among part-time teachers. Mezirow et al. (1975:59-60) list some of the factors that they found which part-time teachers in ABE find attractive about their jobs: (1) Satisfaction from assisting adults to better

Table 2.2

The AAUP Sample by Part-Time Category

Category	Percentage of Total	Number in Sample
Semiretired	2.8%	107
Student	21.2	796
Hopeful Full-Timer	16.6	624
Full-Mooner	27.6	1,039
Homeworker	6.4	240
Part-Mooner	13.6	512
Part-Unknowner	11.8	445
Total	100.0%	3,763

themselves, (2) to be "at the cutting edge of significant social change," (3) supplementary income for some, (4) a convenient schedule, (5) a job with more status than some other part-time jobs, (6) a lack of disciplinary and motivational problems, (7) low pressure and high authonomy, and (8) low or non-existent requirements for teacher certification. Teachers are continually weighing these advantages against the disincentives of pay differentials, inconvenient locations, lack of security, and similar factors.

Needs Assessment of ABE Teachers

Needs assessment has sometimes been a part of the planning of staff development activities for ABE teachers. Nothing in the literature was found which reported needs assessments done solely for part-time ABE teachers.

This review will now examine some of the needs assess-

ments of ABE teachers.

When ABE was very young, national and regional institutes were used for staff development, trying to employ a "trainer of trainers" approach, in which a corps of people from various states were trained by experts and then returned to their local areas to offer training to others in ABE. The Southern Regional Education Board (1970) reported that their activities included an identification and ranking of needs for staff development which were common to the ABE teachers of Region IV.

Several other ABE teacher needs assessments have been done on a state or regional basis. One of the tools used in these assessments is the Teacher Inventory of Mocker (1974). His instrument consists of two parts, each with 85 items. This approach is a "discrepancy" model in which the subjects define both "what ought to be" and "what is." The Mocker instrument has been used in Puerto Rico, Idaho, the Virgin Islands, Iowa, Region I and Region X.

Recently, the Macomb County Intermediate School District (1978:4) did a comprehensive needs assessment for the ABE programs in the state of Michigan. This effort gathered information from students, teachers, and administrators and tried to determine need in three areas:

1. The specific cognitive and affective educational needs of adult basic education learners.

2. The staff devlopment needs of teachers and administrators dealing with the growing ABE/English as a Second Language (ESL) client group.

3. Necessary changes to improve program effectiveness.

The student participation in the needs survey added a perspective to the assessment which was absent from many of the "teachers-only" assessments. Among the needs found for ABE teachers were the following: (1) Training in working with "special needs" students, (2) increased teacher efforts to survey student learning needs, (3) emphasis on building student self-esteem, (4) emphasis of teacher methodology and

curriculum to improve students' employment competency skills, and (5) staff understanding of the different motivations for which students participate in ABE.

In the state of Washington, Thrasher (1979) reported on the results of a Q Sort by members of the Washington Corps of Adult Teacher Trainers (CATTs). This group consisted of delegates from each of the ABE provider schools; included were both administrators and teachers. Participants rank-ordered 30 staff development items. The top five priorities listed were: (1) Program planning--articulating scope and sequence of instructional goals; (2) recruiting students; (3) student counseling; (4) recognizing and prescribing for learning disabilities; and (5) selection of appropriate instructional materials. The need perceptions of teachers were not distinguished from those of the administrators.

Models and Methods of Inservice Training

In the present study a computer search of ERIC and Dissertation Abstracts International produced several documents reporting on a variety of inservice activities for community college part-time teachers and for ABE teachers. These studies can be grouped under several general headings to produce a list of inservice training models that have been employed in the field. This list is as follows:

Isolated Workshops for Local and Area Programs

A large number of inservice activities are not reported in the literature, because they are not thought of as having any significance beyond local practice. In the state of Washington there are many such workshops sponsored by a local program or by several schools in an area. The level of such activity will be reported in Part 4. Some of these workshops rely on local talent for presenters; sometimes they bring in outside adult education experts. The local and area

workshops are paid for with local money or are funded by the state office of public instruction. Frequently these workshops are not part of any larger development plan; rather they are isolated efforts chosen to answer requests of teachers for help in particular teaching areas.

Comprehensive Local Programs

Some individual community colleges have developed comprehensive local programs for systematically training their part-time teachers. These programs frequently stress orientation procedures. In her study of staff development practices at community colleges, Moe (1977) reported that 68 percent of the schools that responded offer an orientation program to part-time teachers. Some approaches to orientation of part-time faculty have been reported, as with Parsons (1980), Weirich and Eakin (1977), and Harris and Parsons (1975).

Some of the community colleges have developed programs that go beyond orientation to try to improve part-time teacher performance on an ongoing basis. A model for such a comprehensive program was proposed by Moe (1977). A fully functioning program is described by Pierce and Miller (1980).

Comprehensive Regional Programs

Until 1975 adult education funding allowed for a regional approach to ABE staff development. Regional needs assessments were followed by regional summer institutes, "training-of-trainers" activities and invlovement of cooperating universities (Parker, 1979). Some of these programs were developed on a large scale. For example, the Southern Regional Education Board (1970) reported on the staff development efforts in Region IV: Large numbers of teachers received training; adult education was offered as a specialty in schools of education; universities sent consultants into the field.

University-Based Education

The years of region-based ABE staff development led to a marked increase in the number of colleges and universities which offered graduate degrees in adult education. Well over a hundred such programs exist today, despite the 1975 "defunding" (Parker, 1979). These schools of higher education offer undergraduate and graduate courses in adult education. The professors of adult education are sometimes involved as consultants or as presenters for local inservice. The universities and colleges are a source of both preservice and inservice training.

Teacher Centers

Local school districts have experimented with the Teacher Center model of staff development. A Teacher Center is usually a place within the school district which concentrates resources for teacher development--books, movies, tapes, modules--along with programs of development which teachers have helped to plan. Rubin (1978:13-16) sees the Teacher Center as more of a philosophy than a place, though there may be a physical place involved. The spirit guiding the Teacher Center is that teachers will become involved, change, and grow, if they are "responsible for defining their own educational problems, delineating their own needs, and receiving help on their own terms" (Rubin, 1978:14). The Teacher Center model was seen by Lhota (1976) as particularly suited to the staff development needs of part-time community college teachers. There is, however, little reported on the implementation of this idea among community colleges or ABE programs.

On-Site Training

For in-depth improvement of teaching skills, some research points to the necessity of inservice training reaching into the actual classroom setting. Joyce and Showers (1980) analyzed more than 200 studies which reported on the effective-

ness of various inservice methodologies. They listed a series of training components and the impact level of each. The more components that can be incorporated into a learning activity, the greater will be the transference of learning. The components are (1) presentation of theory, (2) modeling or demonstration, (3) practice under simulated conditions, (4) structured feedback, (5) open-ended feedback, and (6) coaching for application. The last four components lend themselves to on-site training. Skills must finally be practiced in class. A system of observing teacher performance and reflecting on what occurred can be done in simulated circumstances or in an actual classroom. The value of these components is that they go beyond the level of passive listening; the living art of teaching demands actual practice as a feature of some inservice activities.

A concrete program which incorporated many of these features was reported by Bechtol and Longnion (1980).

Other on-site ideas include the use of pairing inexperienced teachers with experienced ones and the use of master teachers who can demonstrate proven teaching techniques, as recommended by Hoenninger and Black (1978) and Parsons (1980:49 and 52). Irish (1979) reported on a successful program of training for learning laboratory specialists in New York community colleges. A consultant was used for on-site observation and evaluation.

Consultants

Some of the approaches already mentioned made use of educational consultants. A consultant can be used to facilitate changes in both systems and individuals. Mager and Myers (1980) reported on a particularly effective use of an on-campus instructional development consultant who has worked in a very individualized manner to diagnose and alleviate the specific teaching difficulties of instructional staff.

Self-Help Training

In this approach to inservice training, a variety of learning resources are made available to the teacher who wants to improve professionally. For example, handbooks are often part of orientation procedures. They can quickly supply background information on the mission and goals of the school and the program, operational procedures, and available support services. Authors who treat the use of handbooks are Kozoll et al. (1980), Pierce and Miller (1980), Parsons (1980), Weichenthal (1977), Hammons (1978), Hoenninger and Black (1978), Moe (1977) and Paterno (1975).

Another self-help training approach is the use of modules or learning packets. This method provides sequenced sets of self-contained learning activities which are self-correcting and offer immediate feedback on learning progress. Modules may be more or less sophisticated and varied in their construction. They may be used with individuals, small groups, or large groups. Use of this approach is reported in James and Kellar (1980), Pierce and Miller (1980) and Nelson (1978).

A similar approach can be found in the use of video training tapes. Teaching techniques can be modeled on such tapes; teachers can then check themselves with video recording and play-back of their own performance (Fey, 1980). Other uses of video tapes can be found in Hafner (1978) and Hoenninger and Black (1978).

Combinations

The models which have just been reviewed rarely exist as pure types. More typically, they are found in combinations. For example, a local staff development program involving part-time teachers might include a manual for orientation, modules for introduction to teaching techniques,and ongoing workshops for further refinements. For such an example, see Pierce and Miller (1980). The particular "mix" of training activities must obviously be adopted to local needs and available resources.

The programs described in the list of inservice training models are by no means in wide-spread use. Hopefully they will provide some paradigms upon which new training efforts can be modeled. The specifics of the listed programs can be found in the research literature just cited.

Part 3

PARTICIPANTS AND METHODS OF STUDY

This part of the report will include: (1) How the three study populations were chosen, (2) the development of the survey instruments, and (3) the collection of the data.

The Survey Subjects

In the state of Washington, the planning of inservice activities, especially the annual summer conferences, involves people from several levels within the ABE community: teachers, program coordinators, State Office staff, and others. One of the interests of the present study was to see if these different levels who influence planning have different perceptions about teacher inservice training needs and practices. Hence three populations were chosen to be surveyed: The ABE teachers (both part-time and full-time), the coordinators or administrators of local programs, and a group of state-level authorities. The three populations were chosen in this manner:

The ABE Teachers

The group called "ABE Teachers" was finally chosen on the basis of both function and funding. If the study had included all of those in the state whose function is to teach adults the basic academic skills, the population would have been much larger. The population was limited to those adult education teachers funded out of ABE monies by the State Office for Adult Education. A list of names was compiled by consulting the M-738 forms in the State Office. The M-738 is an "Application for Approval" of an ABE class to be offered in the next quarter of school.

Using these forms for October 1980, a master list of

teacher names was compiled. The names of those described as teaching English as a Second Language (ESL) were eliminated from the list, even though they are funded from ABE monies. ESL teachers were not included because of the major differences that exist between their work and that of the typical ABE teacher: (1) ESL teachers stress, much more than ABE teachers, the skills of listening and speaking; (2) the methodologies employed are different; (3) the ESL population is going through some rapid changes due to the influx of refugees and the uncertainties of funding; (4) ESL teachers themselves have pointed out (e.g. at the Summer Conference) that they have different training needs and would like special inservice activities separate from ABE teachers.

Using the above approach, a list of 275 names were taken from the M-738 forms; 164 were identified as ABE teachers and 111 as ESL teachers. The ABE list was reduced to 161 when three of the classes were cancelled. It was then decided to survey the entire population of 161, instead of a random sample, as first planned.

The Local Coordinators

The State Office was helpful in providing a copy of An Adult Education Directory which lists all the adult education officials at the community colleges and vocational technical institutes of the state. The population for the present study of "local coordinators" finally consisted of 32 coordinators listed under the words "Adult Basic Education" in the Directory; in 13 of these cases the person was also listed as "Adult Education Director." The Director of Adult Education at the Seattle Opportunities Industrialization Center (SOIC) was later added to this list to bring the total to 33.

Again an entire population was present; all of the 33 persons on the "local coordinators" list were sent questionnaires.

The State-Level Authorities

A perspective that would go beyond the confines of individual programs was desired; therefore, a third population of "state-level authorities" was identified. To be included in this population the following criteria needed to be met: (1) The person must have knowledge of ABE programs in the state of Washington; (2) the person must have personal acquaintance with many of the ABE teachers of the state; and (3) the person must have experience in the inservice training of ABE teachers. Several persons were members of this group by reason of their office: the State Director of Adult Education, the Staff Development Coordinator, the Region X Adult Education Specialist (U.S. Office of Education), and the Director of Adult Education at the Northwest Regional Education Laboratory in Portland, Oregon. Others were chosen for the group because of their involvement as educators of Washington ABE teachers.

The total chosen for this group was nine persons. Some of the local coordinators could have been listed here too, because several of them have interests and personal contacts which go beyond their own institutions to include the whole state. These coordinators, however, were asked to participate as "local coordinators," and their opinions were recorded as reflecting their perceptions with regard to their own staffs and their own institutions.

The Development of the Questionnaire

Three instruments were developed to gather data from the three populations: (1) Form T for ABE teachers; (2) Form L for local ABE coordinators; and (3) Form S for the state-level authorities. Teachers were asked for detailed demographic information. All three populations were asked to express agreement or disagreement about statements relating to part-time teachers and the inservice training needs of ABE teachers. Finally, all three groups were asked to rate the level of need

they perceived for each of 50 teacher skills.

The major sources for developing the items on the qeustionnaires were: (1) Other survey questionnaires contained in the research literature, (2) the experience of the researcher (seven years teaching adult education classes and participating in inservice activities), and (3) consultation with experienced people in the ABE field.

Other Survey Questionnaires

The ABE needs assessment literature contained several survey questionnaires, ussually given as appendixes to needs assessment reports. These were consulted both for content and question format. With regard to content, the survey instruments contained questions on teacher demographics, conditions of work, teacher inservice training needs, and preferred conditions of inservice training.

The following selections from the literature were found to contain survey instruments which were consulted in the preparation of this study's own questionnaires: Texas University (1969), Morehead State (1971), Texas A and M (1972), Mocker (1974), Persinger (1977), Hammons (1978), Schultz and Roed (1978), Pucel (1978), Parsons (1978), and Long (1978). The complete reference for these items can be found in the bibliography; ERIC numbers are listed there.

Other Steps in Preparing the Questionnaires

The researcher relied on his own knowledge of ABE and ABE inservice training as practiced in the state of Washington for the final formulation of the questions.

Both ABE teachers and administrators were consulted as the items were developed. The instruments were also field-tested with a small group of teachers and administrators.

In hope of a large return, the final format of the questionnaires was that suggested by Dr. Don A. Dillman's Total Design Method (TDM)--Cf. Dillman (1978).

In addition, a panel of seven knowledgeable educators

was chosen to judge independently whether the questionnaires adequately covered the variables of interest. Panel members were chosen because they are expert in staff development and inservice training, or because they are highly knowledgeable about ABE theory and practice, or both.

All seven of the judges responded at length and most chose to mark up the booklets, noting their questions and comments in the margins. The comments of the judges were used for further modifications which included both additions and deletions. The judges were unanimous in approving the instruments as adequately covering the variables that the study had proposed to examine.

A second field test was performed after the modified questionnaires were prepared. A final version of the instruments was adopted, and the questionnaires were printed.

The Data Collection

Using the TDM methods, four separate mail-out steps were used in an attempt to maximize response rates. The returns were as follows:

Table 3.1

Useable Questionnaires Returned
During the Study

Subjects	Sent	Returned	Missing	% Return
Teachers (Form T)	161	154	7	95.7
Coordinators (Form L)	33	30	3	90.7
State-Level (Form S)	9	9	0	100.0
TOTAL	203	193	10	95.1

A return of 95.1 percent is unusual for such a study; many of the needs assessments surveyed in the literature complain of low return rates. This high rate of return was helpful in increasing the confidence that was placed in the data and conclusions coming from it.

In December 1980 collection of questionnaires ceased, and the completed questionnaires were sent for data tabulation and computer analysis. Site visitation and follow-up interviews with survey participants were conducted at seven representative community colleges and vocational technical institutes.

Part 4

RESULTS OF THE SURVEY

The results of the survey will be presented in this part of the report under the following headings: (1) teacher demographics, (2) present conditions of teachers' employment, (3) facts and attitudes concerning ABE inservice training, and (4) inventory of inservice training needs of ABE teachers.

Teacher Demographics

These are general characteristics gathered to get a better picture of who the ABE teachers are in the state of Washington:

Sex

In October 1980, when the study populations were surveyed, 72 percent of the ABE teachers in Washington were female and 28 percent were male. The numbers and percentages are given in Table 4.1.

When these numbers were broken down into full-time and part-time categories, the percentages remained about the same: 70 percent of the full-time teachers were female and 30 percent were male; 72.5 percent of the part-time teachers were female and 27.5 percent were male. Thus there does not seem to be any tendency in the state to hire full-time teachers from the ranks of one or the other sex more frequently than to hire part-time teachers in a certain ratio of females to males.

For the total group of teachers, the ratio of females to males was 2.6 to 1. By comparison, the figures for the

local coordinators were seen to be the opposite. Coordinators tended to be predominantly male: 70 percent of the coordinators are male, and 30 percent are female, with a ratio of 2.3 males to 1 female. Cf. Table 4.2.

Table 4.1

The Sex of the ABE Teachers in the State of Washington

Sex	Number	Percentage
Female	106	72.1
Male	41	27.9
Total	147	100.0

Table 4.2

The Sex of Local ABE Program Coordinators in the State of Washington

Sex	Number	Percentage
Female	10	30.3
Male	23	69.7
Total	33	100.0

These figures are almost identical with the figures which Park (1977) drew from her study of ABE personnel in five states: Males composed 71.5 percent of the administrators in the Park study, and females were 68.0 percent of the teachers. A pattern of male administrators and female teachers in ABE seems to be widespread and persistent.

Age

The ABE teachers, as a group, tended to be youthful; about 60 percent of them were 40 or less in age, with the highest concentration (44 percent) in the age bracket of 31 to 40. The complete figures are shown in the following table:

Table 4.3

The Age of ABE Teachers in the State of Washington

Age Group	Number	Percentage
20 to 30	24	15.8
31 to 40	67	44.1
41 to 50	30	19.7
51 to 60	20	13.2
61 or older	11	7.2
Total	152	100.0

When these figures were broken down into full-time and part-time teachers, a different pattern emerged: the largest part of the youthful employees came from the ranks of the part-time teachers; some 65 percent of the part-time teachers were 40 or less, compared with 39 percent of the full-time teachers who were 40 or less. The youthful emphasis among Washington's ABE teachers occurs mostly within the ranks of the part-time teachers.

Full-Time and Part-Time Status

Eighteen percent of the ABE teachers identified themselves as full-time, and 82 percent said they were

part-time. This is a ratio of 4.5 part-time teachers to 1 full-time teacher. Cf. Table 4.4.

Table 4.4

The Job Status of ABE Teachers
in the State of Washington

Status	Number	Percentage
Full-time	28	18.2
Part-time	126	81.8
Total	154	100.0

Again these figures correspond to the findings of the five-state study cited earlier on page 24. Park (1977) reported that 18 percent of the teacher sample was full-time and 82 percent was part-time.

Race

In the state of Washington, the large majority (91 percent) of ABE teachers are white. This white predominance is about equal to the state's white population which was 92 percent through 1978, but it is probably not proportioned to the percentage of racial minorities who were enrolled in ABE programs.

The race of ABE teachers is displayed in Table 4.5 on the next page.

Educational Background

The ABE teachers of Washington reported a high degree of formal education among their ranks. Ninety-five percent said they were graduates of four-year colleges; seventy-five percent have had graduate training; thirty-eight percent have

Table 4.5

The Race of ABE Teachers in the State of Washington

Race	Number	Percentage
Asian	6	3.9
Black	2	1.3
American Indian	1	0.7
Hispanic	3	2.0
White	139	91.4
Other	1	0.7
Total	152	100.0

earned master's degrees. Of the 56 master's degrees, 41 are directly related to education; eight of these are in the instruction of reading, and another eight are in adult education. Interviews with teachers revealed that some are looking for good master's degree programs in adult education, but they could better attend if courses were offered at convenient times and places; some thought due credit should be given for past experience and contributions to the field.

Education backgrounds are displayed in Table 4.6 on the next page.

When full-time and part-time teachers are examined with regard to educational background, 52 percent of the full-time teachers are seen to have master's degrees compared with 35 percent of the part-time teachers.

Teaching Experience in Adult Education

Over the years, the practice of hiring many part-time teachers has allowed these teachers to move from place to place and to drop out for a while without great loss to programs or

Table 4.6

The Educational Background of ABE Teachers in the State of Washington

Education	Number	Percentage
Some College	4	2.7
AA Degree	2	1.4
Bachelor's Degree	31	21.1
Some Graduate School	53	36.1
Master's Degree	56	38.1
Doctor's Degree	1	0.7
Total	147	100.1

to individuals. To get some ideas of the experience and stability of ABE employees, the study looked at two questions: (1) How much total experience have you had in adult education in your entire past career?, and (2) How many years have you worked at your presently held job?

To answer the "total past experience" question, teachers were divided into two categories of less experienced, defined as those with two or less years of teaching adults, and more experienced, defined as those with three of more years of such experience. The less experienced teachers totaled 28.5 percent, and the more experienced teachers were 71.5 percent. Table 4.7 shows these figures.

These two categories will be referred to again in the presentation of needs inventory results.

The full-time teachers, as a group, are somewhat more experienced than the part-time teachers. The full-time teachers have 82 percent of their numbers who have three or more years of experience; the part-time teachers have 69 percent with such experience.

Table 4.7

Less-Experienced and More-Experienced ABE Teachers in the State of Washington

Experience	Number	Percentage
Less-Experienced (0-2 years)	44	28.5
More-Experienced (3 or more years)	110	71.5
Total	154	100.0

The "stability" question, relating to the number of years working in their presently held ABE job, revealed that a total of 57 percent of the teachers have been with one job for three or more years and 27 percent have been with one job for seven or more years. Cf. Table 4.8 which follows:

Table 4.8

Number of Years Teaching at Present ABE Job by ABE Teachers in the State of Washington

Years at Present Job	Number	Percentage
Less than One	33	21.4
One or Two	34	22.1
Three or Four	22	14.3
Five or Six	23	14.9
Seven or More	42	27.3
Total	154	100.0

The full-time teachers seemed somewhat more stable than did the part-time teachers: a total of 68 percent of the

full-time teachers have worked at their present jobs for three of more years, contrasted with 54 percent of the part-time teachers who have worked at their present employment for the same length of time. Two-thirds of the full-time teachers and more than half of the part-time teachers have shown considerable stability in retaining their jobs.

Teacher turn-over rates can be roughly computed by using the first three answer categories of the "stability" question: Of the teachers, 57.8 percent have held their jobs four years or less; dividing this percent by 4 yields an average annual turn-over rate of 14.4 percent for the last four years (1976-77, 1977-78, 1978-79, and 1979-80). Computed in a similar manner, the average turnover rates for the full-time and part-time teachers are 12.5 percent and 14.9 percent respectively.

The Present Conditions of Teachers' Employment

This section of the study will report what was found with regard to the conditions that surround ABE teaching jobs in Washington state.

Institutional Affiliation

There were 137 teachers (89.0 percent) who worked at the 25 community colleges, 15 teachers (9.7 percent) who worked at the five vocational technical institutes, and 2 teachers (1.3 percent) who worked at the Seattle Opportunities Industrialization Center. ABE teaching in the state of Washington is mainly carried out by the community college system.

Teacher Locale

Teachers were classified according to whether they lived in urban areas (a population of 50,000 or more), middle areas (a population of 10,001 to 49,999), or rural areas (a population of 10,000 or less). The results of this classification were as follows: 27 percent lived in rural areas;

33 percent lived in middle areas; and 41 percent lived in urban areas. The approximate ratios of rural teachers to middle to urban were 4 to 5 to 6. Cf. Table 4.9 below.

These categories will be used later when reporting the results of the needs inventory.

Table 4.9

ABE Teachers in the State of Washington as Classified by Locale

Locale	Number	Percentage
Urban (50,000 or more)	63	40.9
Middle (10,000 to 49,999)	50	32.5
Rural (10,000 or less)	41	26.6
Total	154	100.0

Teaching Sites

Most ABE provider schools offer programs at their main campuses and also at satellite locations away from the main campuses. The data of the study showed a notable difference in the frequency with which part-time teachers were assigned to off-campus sites when compared with full-time teachers. Fifty-five percent of the part-timers worked at exclusively off-campus sites, as compared with 11 percent of the full-time teachers who worked off-campus. Another way of stating this is to say that 69 of 72 teachers (95.8 percent) who worked exculsively at off-campus sites were part-timers.

Paid Teacher Hours Per Week

When asked "for how many hours per week this quarter are you paid for your ABE-related work?," the teachers replied

in this way: Forty-three percent said that they worked 6 hours or less, and 13 percent said 30 or more hours. Table 4.10 displays the complete figures.

The word paid was used in the question to obtain a true comparison, because some teachers put in many more hours than they are paid for, in order to prepare classes, to correct papers, and to do similar job-related activities.

Table 4.10

Paid Hours of Teaching by ABE Teachers in the State of Washington

Paid Hours	Number	Percentage
6 or less	65	43.0
7 to 12	23	15.2
13 to 20	23	15.2
21 to 30	20	13.2
30 or more	20	13.2
Total	151	99.8

A majority of the full-time teachers (64 percent) reported working 30 or more hours at ABE exclusively, but the others reached full-time status by teaching other kinds of additional adult education classes along with their ABE classes. Such classes included English as a Second Language and preparation for the General Educational Development (GED) tests.

About half of the part-time teachers (51 percent) taught 6 hours or less. Thus the majority of full-time ABE teachers (30 or more hours per week) contacted students five times as long each week as did the majority of part-time teachers (6 or lesshours per week).

Motivational Categories of Part-Time Teachers

The part-time categories suggested by Tuckman (1978) and summarized in this report on pages 7-8 were applied to the ABE part-time teachers of Washington State. The figures thus derived are shown below in Table 4.11:

Table 4.11

Motivational Categories of Part-Time ABE Teachers in the State of Washington

Kind	Number	Percentage
Homemaker	23	20.7
Full-Time Job, plus ABE Moonlighting	24	21.6
Part-Time Job, plus ABE Moonlighting	8	7.2
Hoping for Full-Time ABE Job	35	31.5
Student	1	0.9
Want Leisure	7	6.3
Semi-Retired	5	4.5
Other	8	7.2
Total	111	99.9

ABE part-time teachers in Washington were distributed quite evenly among the Tuckman categories. The three largest sub-groups were the homemakers, the moonlighters, and the hopefuls.

The largest single category of part-timers was the "hopefuls"; some teachers take a part-time job with the hope that they can prove themselves and win a full-time job when

an opening occurs.

Follow-up interviews with some of these part-time teachers revealed that many who are working at a full-time job besides ABE were teaching children during the day.

The circumstances and motivations of these sub-groups are probably quite different, and ABE coordinators should be aware of this when hiring part-time teachers.

Professional Plans of ABE Teachers

Out of the entire group of 154 ABE teachers, 33 percent said they were working from year to year, keeping their options open, 20 percent said they would like to work 2 to 5 years more, 44 percent said they wanted to make adult education teaching a long-term career (i.e. more than 5 years), and 3 percent said that 1980 was their last year in adult education.

When these figures were broken down into full-time and part-time sub-groups, a greater expression of career commitment appeared among the full-time teachers than among the part-time teachers: Of the full-timers, 65 percent said they were making adult education a long-term career; contrasted with this percent were the 40 percent of the part-timers who said adult education was a long-term career for them.

When the seven part-time categories were examined with regard to career plans, several interesting findings appeared: Of the homemakers, 55 percent said they wanted to make adult education teaching a long-term career; 35 percent of the full-mooners, 13 percent of the part-mooners, 57 percent of the hopefuls, 29 percent of the leisure-seekers, and 0.0 percent of the semiretired said the same. Thus the homemakers and the hopefuls expressed a greater degree of long-term teaching intentions than did either of the moonlighting categories.

Knowledge of the professional plans of ABE teachers appears to be important for planning inservice training. How many teachers will remain year after year to profit by long-range, developmental training?

Facts and Attitudes Concerning ABE Inservice Training

In this section the report turns from ABE work to ABE inservice training. What attitudes did the ABE community have with regard to inservice training? What experience with inservice training have the ABE teachers had? What do the teachers, coordinators, and state-level authorities have to say about the kinds of inservice training offered and the conditions that should surround the training? The answers to these questions will be reported in this section.

Attitudes Toward Inservice Training

All three groups of subjects were asked to express degrees of disagreement or agreement with 7 statements regarding inservice training. Respondents used the following code: 1 = Strongly Disagree, 2 = Disagree, 3 = No Feeling, 4 = Agree, and 5 = Strongly Agree. Means and standard deviations for each of the statements were returned by the computer. A mean of 3.500 or greater was taken as an indication of respondent agreement; a mean of 4.000 or greater was taken to indicate high agreement. A mean of 2.500 or less was taken as an indicator of respondent disagreement. A standard deviation of 1.000 or greater was chosen as an indicator of wide variation of responses.

When the means for the seven statements were averaged, a "mean of means" was obtained for each statement. The seven statements and the means for each of the groups, along with the "mean of means," are given in Table 4.12 on the next 2 pages.

All three groups showed a positive attitude toward inservice training by expressing strong agreement with statement 4 (inservice is important for professional growth) and statement 5 (inservice has potential for the future) and by expressing strong disagreement for statement 7 (inservice is a waste of time).

None of the three groups reached the 3.500 level for

Table 4.12

Attitudes of Three Respondent Groups Toward ABE Inservice Training in the State of Washington

Statement	ABE Teachers		Local Coordinators		State-Level		M of Means (All 3 groups)
	M	SD	M	SD	M	SD	
1. The inservice training needs of part-time and full-time ABE teachers are different.	2.730*	1.201	2.500	.820	3.111	1.364	2.615
2. There should be some inservice training activities for ABE part-timers only.	2.948	1.207	2.867	1.137	3.444	1.424	2.959
3. The inservice training needs of the less experienced (0 to 2 yrs.) ABE teachers are different from the needs of more experienced (3 or more yrs.) ABE teachers.	3.680	1.017	3.933	.740	4.222	.667	3.687
4. Inservice training is important for professional growth.	4.203	.781	4.367	.669	4.444	.527	4.240

Table 4.12 (continued)

Statement	ABE Teachers		Local Coordinators		State-Level		M of Means (All 3 groups)
	M	SD	M	SD	M	SD	
5. Inservice training has potential for the future that makes it worthwhile to continue.	4.163	.721	4.103	.618	4.667	.500	4.177
6. Participants must be selective in what inservice training activities they choose to attend.	4.276	.504	4.138	.441	4.333	.500	4.257
7. Inservice training activities are mainly a waste of time.	2.013	.878	1.759	.786	1.444	.527	1.947

*Code: 1 = Strongly Disagree, 2 = Disagree, 3 = No Feeling, 4 = Agree, 5 = Strongly Agree.

agreement on statement 1 (the inservice needs of part-time and full-time teachers are different) nor was there agreement with statement 2 (separate inservice activities for part-timers).

All agreed strongly, however, with statement 6 (participants in inservice activities must be selective).

Orientation Practices

In addition to the supportive attitudes expressed for inservice training, the survey gained information about orientation as the first step in inservice training for ABE teachers. Most notably, there appears to be a gap between attitude and actual practice: Most local coordinators (86 percent) said that their institutions have an orientation procedure for new ABE teachers; this implies support for the practice of orientation; however, only 35 percent of the teachers reported that they had actually been oriented to their present jobs. "Orientation" is here defined as "two or more hours which helped you prepare for your new job."

The most frequently used method of orientation was "explanation of the kinds and uses of available ABE materials." This was followed by "introduce new teacher to staff" and "explanation of ABE curriculum." Much lesser use was made of techniques such as "orientation handbooks" and "preservice orientation days."

Kinds and Frequency of ABE Inservice Training Activities

The local coordinators were asked to report what kinds of inservice training programs had been offered at their institutions during the last three years (1977-78, 1978-79, 1979-80), to benefit ABE teachers. Ninety percent of the institutions offered school-wide inservice activities to which ABE teachers were invited; sixty-six percent offered inservice activities intended specifically for adult education teachers; eighty-three percent participated in inservice activities which they sponsored in cooperation with other schools. This last finding

indicated that cooperative, inter-school activities had been a widespread practice; there is more justification for hiring a presenter when larger numbers of participants can be drawn from several schools. The relatively lower figure (66 percent) for strictly local activities indicated that a third of the schools have not had any activities at home and have looked outside their institutions for meeting the training needs of ABE teachers. Jointly-sponsored programs and the summer conferences have been available, if no programs were provided at the local institutions.

The ABE teachers themselves were asked to report what kinds of inservice activities related to adult education they had experienced in the last two years. In examining these findings, it is to be remembered that 10 percent of the teachers had been working less than a year and might not have had an opportunity to participate. The kinds of training and the frequencies of participation by teachers are reported in Table 4.13 on the next page. Several of these findings deserve comment:

It was surprising to see that only one third (33 percent) of the ABE teachers attended the 1979 Summer Conference, and only one quarter (23 percent) attended the 1980 Summer Conference. The large numbers seen at the conferences might have indicated a large ABE attendance, but apparently the majority of those participants were from other sectors of the adult education community: ESL, GED, coordinators, and other interested parties. The Region X Conference also drew teachers from the three other Northwest states.

The two most utilized methods of inservice training were local workshops and activities (54 percent) and self-study materials (62 percent). The contents and sources of these self-study materials were not identified, but it was the method most often used by teachers.

Table 4.14 displays the participation rates of full-time and part-time teachers. Participation by part-timers

was less in all activities, most markedly in "local workshops" and "visiting other schools."

Table 4.13

Participation in Inservice Training Activities
by Washington ABE Teachers
During the Last 2 Years
(1978-1980)

Kind	Number	Percentage
a. Workshops or other inservice activities at your school.	78	53.8
b. Cooperative inservice activities with neighboring schools.	56	38.6
c. Summer ABE conference for Washington state--August, 1979 at Kirkland.	48	33.1
d. Summer conference for Region X --August, 1980 at Portland, Ore.	34	23.4
e. Adult education college courses at night.	15	10.6
f. Adult education college courses during the summer.	14	9.9
g. Self study materials for adult education teachers.	93	62.4
h. Visiting other schools and classrooms to observe and exchange ideas.	67	45.9
i. Being observed with specific feedback on performance.	28	19.7

In another question, the teachers gave the highest ratings of effectiveness to "college courses for credit," yet their participation in this form of training was low.

Table 4.14

Participation in Inservice Training Activities by Washington Full-Time and Part-Time ABE Teachers

Kind	Full-Time		Part-Time		% Difference
	Number	%	Number	%	
a. Workshops or other inservice activities at your school.	19	67.9	59	46.8	21.1
b. Cooperative inservice activities with neighboring schools.	12	42.9	44	34.9	8.0
c. Summer ABE conference for Washington state--August, 1979 at Kirkland.	11	39.3	37	29.4	9.9
d. Summer conference for Region X--August, 1980 at Portland, Ore.	8	28.6	26	20.6	8.0
e. Adult education college courses at night.	4	14.3	11	8.7	5.6
f. Adult education college courses during the summer.	4	14.3	10	7.9	6.4
g. Self study materials for adult education teachers.	18	64.3	75	59.5	4.8
h. Visiting other schools and classrooms to observe and exchange ideas.	16	57.1	51	40.5	16.6
i. Being observed with specific feedback on performance.	7	25.0	21	16.7	8.3

State-Level Authorities' Views on the Future of Inservice

The state-level authorities were asked to speculate about what approaches to inservice training they thought would be most promising for the future. The question was an open-ended one with ample space for them to write whatever they wanted. The replies, as summarized here, clustered around several themes:

1. Inservice training should be more individualized, with "hands on" emphasis, and activities specific to local need.

2. More incentives should be provided, especially to part-time teachers: give paid time for participation in selected inservice activities.

3. More cooperative inservice should be utilized. Arrange teacher exchanges, so teachers can avoid burn-out; move "master teachers" around from school to school; provide for teachers visiting other schools.

4. Present practices should be continued. Local workshops, summer conferences, and orientations should be used, coupled with efforts to expand participation.

5. Reorganization to achieve different delivery systems should be tried: Start staff development resource centers; divide the state into four service areas for inservice training; try microcomputer programs which can be accessed locally by telephone.

6. Internal resources should be used more effectively: Publish a human resources directory (yearly) listing teachers and those available as trainers in certain areas; use the already existing ABE teacher handbook; let experienced and/or degreed persons become mentors for inexperienced teachers.

7. Innovative practices should be introduced: Use a mobile van to take a "model classroom" and all its gear to rural sites that are not well equipped or have not seen ideal practices; have state and community colleges cooperate with a degree-granting school to offer adult education master's

degree which can be gained from approved local inservice experiences and traineeships. Develop training tapes and discs which show teaching practices and which can be self-played.

Obstacles to Inservice Training

Though attitudes toward inservice training are positive, there are some obstacles which stand in the way of some teachers' attending. When asked about these difficulties, 77 percent of the teachers said that "distance from the activity" was an obstacle. Another 67.5 percent said that "the costs of attending--travel, child-care, food, etc." prevent teacher attendance. The teachers' complete perceptions about such obstacles are given in Table 4.15 below.

Table 4.15

Perceptions of Washington ABE Teachers About Obstacles to Inservice Training (Percentages)

Obstacles to Inservice	Total Teachers	Full-time	Part-Time
a. Need for child care.	21.9	3.6	26.0
b. Taking time from family.	43.4	42.9	43.5
c. Lack of compensation.	49.0	53.6	48.0
d. Past disappointments.	46.8	53.6	45.2
e. Another job.	34.9	18.5	38.5
f. ABE job.	43.6	85.2	34.4
g. Cost of attending.	67.5	64.3	68.3
h. Distance from activity.	77.3	78.6	77.0

The obstacle of distance is worth special note; Washington is large enough to put inservice activities at a

discouraging distance for some teachers. Paying for mileage and meals, as is employed in some inservice activities, may be a necessary incentive to attract some teachers.

Incentives for Teachers to Attend Inservice Activities

Teachers were asked to rate seven incentives according to a 5-point importance scale. The ranks and ratings for the incentives, as given by the teachers, are listed below:

1st: Your desire to improve professionally. (M = 4.653)

2nd: An inservice day with mileage, meals, and a stipend for teachers who attend. (M = 4.306)

3rd: Offer college credit for local inservice education activities. (M = 3.833)

4th: Tie one factor of salary advancement to the number of hours of inservice participation. (M = 3.613)

5th: Tie professional certification to a certain number of college credit hours in adult education. (M = 3.577)

6th: An unpaid inservice training day with no classes scheduled so teachers might be free to attend. (M = 3.185)

7th: Awards, ceremonies, or other such recognition of inservice hours. (M = 1.879)

When asked about these same seven incentives, the local coordinators agreed with the top three of the teachers and approved the most strongly of the 2nd incentive (M = 4.269). The coordinators' high approval of monetary incentives (mileage, meals, stipends) has been made at a time when monetary cutbacks are becoming more necessary; this seems to be a recognition of the difficulties involved in attending and an appreciation of the staff and the value of training.

The Planning of Inservice Training

Local coordinators and state-level authorities were asked what importance they attached to planning inservice training at various levels (regional, state, area cooperative, and local). A 5-point scale was used for the rating. The state-level authorities thought that "area cooperative planning (multi-school)" was the most important planning level:

M = 4.889; the coordinators thought that "local planning (individual school)" was the most important: M = 4.357. The complete figures are given in Table 4.16 which follows:

Table 4.16

The Importance of Planning Levels as Seen by State-Level Authorities and Local Coordinators

Planning Level	State-Level Authorities		Local Coordinators	
	M	SD	M	SD
Regional	4.000	1.000	3.233	1.223
State	4.444	1.014	4.133	1.137
Area Cooperative	4.889	.333	4.300	.837
Local	4.667	.707	4.367	.765

The coordinators' strong support for local planning was compared with actual practice. The coordinators were asked whether their programs had a written staff development plan: Twenty-four percent said they had such a plan, and 76 percent said they did not. Strong support for local planning had not been confirmed by the concrete practice of writing local staff development plans. An additional finding was that 30 percent of the programs allocate funds in the local budget for the purpose of inservice in ABE-related skills, while 70 percent do not.

Further, the teachers were asked whether they would be willing to help plan an inservice activity. Fifty percent answered that they would (N= 75). An additional 33 percent said that they would be willing to present or help present an activity (N = 49). Fifty-five percent of the teachers and seventy-seven percent of the coordinators said they would

be willing to serve on an inservice training advisory committee. Since this study was completed, a state advisory committee for inservice training of ABE and ESL teachers has been formed. There is considerable willingness on the part of teachers and coordinators to contribute to the planning and execution of inservice training.

Inventory of Inservice Training Needs of ABE Teachers

All three of the survey questionnaires (Forms T, L, and S) had concluded with a section called "Inservice Needs Inventory." The inventory items were the same for all three groups. Within the inventory, 50 teacher skills were listed under seven areas (A through G). Subjects were asked to rate the degree of teacher need for each item by using the following scale: 1 = No Need, 2 = Little Need, 3 = No Feeling, 4 = Moderate Need, and 5 = Much Need. The computer returned means and standard deviations for each item from all three main groups and from these teacher sub-groups: (1) full-time teachers, (2) part-time teachers, (3) urban teachers, (4) rural teachers, (5) middle area teachers, (6) more-experienced teachers, and (7) less-experienced teachers.

Teacher Needs as Seen by the Teachers (N = 154)

The teachers' group had been asked to indicate a level of personal need for each of the listed skills. The combined ratings of all 154 teachers represented the inservice training needs of ABE teachers in the state of Washington as seen by the ABE teachers. Table 4.17 shows the ten needs with the highest means. To make the data manageable, only the "top ten" skills will be discussed for this and all other categories of respondents.

The teachers rated three items from Area C among their highest needs; Area C was called Understanding and Counseling the Adult Student. The three items were:

Table 4.17

The Top Ten Inservice Training Needs of ABE Teachers in the State of Washington as Seen by the ABE Teachers (N = 154)

Rank	Skill	Description	M	SD
1	C-4	Know practical ways of motivating ABE students.	4.026	1.048
2	D-3	Become familiar with a wide range of ABE materials.	4.020	1.000
3	C-3	Know about other school and community resources for purposes of referral.	3.901	1.060
4	D-5	Develop or find a useable "scope and sequence" for teaching reading to ABE students.	3.840	1.237
5	B-5	Evaluate your own teaching effectiveness.	3.830	1.111
6	D-4	Develop or find a useable curriculum for ABE students.	3.815	1.202
7	A-11	Provide special help to students with specific problems that affect learning (e.g. substance abusers, physically handicapped, with emotional problems, learning disabilities, etc.).	3.805	1.239
8	B-1	Initial diagnosis of student learning needs.	3.776	1.272
9	C-5	Raise student's self-concept.	3.737	1.375
10	A-10	Assess student's learning style.	3.719	1.225

C-4 ("Know practical ways of motivating ABE students"), C-3 ("Know about other school and community resources for purposes of referral"), and C-5 ("Raise student's self concept").

The high need stated for C-4 and C-5 indicated that teachers did not feel complete mastery in dealing with some adult students who have low self-esteem and are easily discouraged. The high rating for C-3 was an acknowledgement that ABE teachers have been called on, or observe the necessity, to intervene in an adult student's ongoing life and make a referral to other resources in the school or in the community. This is a counseling role in which most ABE teachers are involved from time to time.

The teachers also expressed high degrees of need for three items from Area D (Materials and Teaching Aids): D-3 ("Become familiar with a wide range of ABE materials"), D-5 ("Develop or find a useable scope and sequence for teaching reading to ABE students"), and D-4 ("Develop or find a useable curriculum for ABE students").

These items from Area D indicated a need for materials to be used in the ABE classroom along with guidelines on what to teach and in what order. Good adult materials and curricular guidelines are a necessity from the ABE teacher's first day in the classroom, though such helps are not always available.

The teachers also rated two items from Area B (Testing and Evaluation) as being of high need (B-5 and B-1), along with two items from Area A (Teaching Skills) which were A-11 and A-10). The high need expressed for A-11 ("Provide special help to students with specific problems that affect learning...") was a confirmation of the challenge that ABE students can offer teachers; there have always been numbers of ABE students with serious problems. The teachers expressed a need to learn how best to offer help tailored to those individuals.

Notable also was the fact that the teachers' list of

ten highest needs included no items from Areas E (Classroom Management), F (Content Fields), nor G (Teacher Maintenance Needs). However, Areas F and G will appear later in this report when we look at some of the teacher subgroups.

Teacher Needs as Seen by the Local Coordinators (N = 30)

The local coordinators were also asked to rate the 50 teacher skills as to the level of need they perceived in their ABE teachers. The composite of their replies represented a measure of ABE teacher need as seen by the local coordinators. Table 4.18 displays and ranks the highest ten needs.

The coordinators gave more weight to items from Area A than did the teachers. A-11 ("Provide special help to students with learning problems") was the first ranked item. Coordinators are in a position to see the kinds of students and their problems that have appeared in ABE programs. A-10 was again mentioned, and A-9 ("Learn and apply principles of adult learning to the ABE classroom") was also rated highly. This latter finding showed that the coordinators supported the concept of adult learning and teaching (andragogy as distinct from pedagogy) and felt that teachers needed to learn and use these in their classrooms.

Further, the coordinators agreed with the teachers in expressing need for items from Area C: C-7, C-5, and C-4 were listed among the coordinators' top ten. The coordinators listed three items from Area D (D-3, D-5, and D-2) along with B-5 from Area B.

The coordinators had rated the same areas as having high need as had the teachers: Areas A, B, C, and D. An emphasis on the need to help teachers assist problem students seemed evident from the coordinators' first three choices (A-11, C-7, and C-5). The coordinators and teachers had both expressed perceptions of highest teacher need to be in Areas C and D. Seven of the 10 items were common to both coordinators' and teachers' perceptions: A-11, C-5, D-3, B-5, A-10, D-5 and C-4.

Table 4.18

The Top Ten Inservice Training Needs of ABE Teachers in the State of Washington as Seen by the Local ABE Program Coordinators (N = 30)

Rank	Skill	Description	M	SD
1	A-11	Provide special help to students with specific problems that affect learning (e.g. substance abusers, physically handicapped, with emotional problems, learning disabilities, etc.).	4.300	.535
2	C-7	Help the student develop a set of learning goals and personal improvement goals.	4.200	.887
3	C-5	Raise student's self-concept.	4.100	.845
	D-3	Become familiar with a wide range of ABE materials.	4.100	.845
5	B-5	Evaluate your own teaching effectiveness.	4.034	.906
6	A-10	Assess student's learning style.	4.000	1.050
7	D-2	Learn how to make interesting and varied materials for student use (learning packages, modules, etc.)	3.967	1.033
8	D-5	Develop or find a useable "scope and sequence" for teaching reading to ABE students.	3.966	1.210
9	C-4	Know practical ways of motivating ABE students.	3.933	1.015
10	A-9	Learn and apply principles of adult learning to the ABE classroom.	3.931	1.033

Teacher Needs as Seen by the State-Level Authorities (N = 9)

The state-level authorities were also asked to rate the 50 teacher skills according to the degree of need they perceived in the ABE teachers of Washington. Table 4.19 gives the highest ten items which came from this process. There are 14 items displayed on the list, because five items were tied for the 10th ranked position.

Whereas the coordinators had 7 of 10 items in common with the teachers, the state-level authorities had only 5 of of the 14 items which were the same as teachers. These were items B-5, B-1, C-5, A-10, and C-3.

The highest rating of need, as perceived by state-level authorities, went to item F-3 which reads "Teaching reading (including word-attack skills, comprehension, and critical reading skills)." Two other items from Area F (Content Fields) appeared on the state level list (F-8 and F-7).

Area A also appeared on the state-level list: A-9, A-10, and A-4 were mentioned. Both Area A and Area F are concerned with teachers' teaching: Area A deals with teaching methods and Area F deals with the content of teaching. State-level authorities said that teachers had high needs for training in these two areas.

Another area of high perceived need was Area B (Testing and Evaluation). In fact, all five items from Area B appeared on the state-level list of highest teacher needs.

The state-level authorities also gave high ratings to some of the C items: C-5, C-7, and C-3.

No items from Area D appeared on the list of the state-level perceptions of need. Areas F, A and B predominated the list. As a result, the stress given to Areas C and D by both teachers and coordinators did not appear on the state-level list of needs. This lack of agreement by the state-level respondents, when compared with teachers and coordinators, will be discussed in Part 5.

Table 4.19

The Top Ten Inservice Training Needs of ABE Teachers in the State of Washington as Seen by the State-Level ABE Authorities (N = 9)

Rank	Skill	Description	M	SD
1	F-3	Teaching reading (including word-attack skills, comprehension, and critical reading skills.)	4.889	.333
2	A-4	Use individualized instruction techniques, like learning packages, interest groups, and tutoring.	4.778	.441
	A-9	Learn and apply principles of adult learning to the ABE classroom.	4.778	.441
	B-2	Conduct on-going progress testing.	4.778	.441
	B-5	Evaluate your own teaching effectiveness.	4.778	.441
6	B-1	Initial diagnosis of student learning needs.	4.667	.500
	C-5	Raise student's self-concept.	4.667	.500
8	F-8	Teaching written composition skills and other communication skills.	4.625	.744
9	C-7	Help the student develop a set of learning goals and personal improvement goals.	4.556	1.014
10	A-10	Assess student's learning style.	4.444	.882
	B-3	Place adult readers at correct reading level by the use of informal reading inventories (IRI's).	4.444	.882

Table 4.19 (continued)

Rank	Skill	Description	M	SD
10	B-4	Give feedback to students in an appropriate manner.	4.444	1.014
	C-3	Know about other school and community resources for purposes of referral.	4.444	.726
	F-7	Teaching adult practical skills such as consumer awareness.	4.444	.527

Teacher Needs as Summarized for All Three Subject Groups

As another way of comparing the perceptions of need by the three different groups, a mean of means was computed for each area for each of the three groups. These means are based on all 50 items, not just the highest ten. The results of these computations are displayed in Table 4.20, along with the rankings that resulted.

Area D (Materials and Teaching Aids) was ranked first by the teachers and the coordinators, and third by the state-level authorities. Area C (Understanding and Counseling the Adult Student) was ranked second by all three groups. Area B (Testing and Evaluation) had the next highest set of rankings with teachers ranking it third, coordinators fourth and state-level authorities first.

An examination of the means also revealed that the local coordinators tended to rate areas higher than did the teachers, while state-level authorities rated all areas higher than did both the teachers and the coordinators, except for Area D where the coordinator mean was slightly higher than that of the state-level respondents. Thus there was a tendency to perceive more need, the farther away from the classroom the raters were.

Table 4.20

A Comparison of the Perceptions of Teachers, Coordinators, and State-Level Authorities Regarding ABE Teachers' Needs for Inservice Training in 7 Skills Areas

Area	Description	Teachers		Coordinators		State-Level	
		Rank	M	Rank	M	Rank	M
A	Teaching Skills	4	3.182	5	3.475	5	3.900
B	Testing and Evaluation	3	3.565	4	3.600	1	4.622
C	Understanding and Counseling the Adult Student	2	3.592	2	3.800	2	4.349
D	Materials and Teaching Aids	1	3.777	1	3.952	3	3.933
E	Classroom Management	7	2.823	7	3.164	7	3.462
F	Content Fields	6	3.113	6	3.302	4	3.931
G	Teacher Maintenance Needs	5	3.160	3	3.667	6	3.756

Inservice Training Needs as Seen by the Full-Time Teachers (N = 28)

The perceptions of need were examined for several teacher sub-groups to see if any divergence might occur which could be related to differences of circumstance, background, or job-status among the teachers. The first such examination inspected the perceptions of need expressed by full-time teachers as compared with the part-timers. The list of needs can be found in Table 4.21.

The full-time teacher needs were in general agreement with the list for the total group of teachers (Table 4.17, p. 47). However, two new items appeared on the full-time teachers' list; they were from Area G (Teacher Maintenance

Table 4.21

The Top Ten Inservice Training Needs of Full-Time ABE Teachers in the State of Washington as Seen by the Full-Time Teachers (N = 28)

Rank	Skill	Description	M	SD
1	A-11	Provide special help to students with specific problems that affect learning (e.g. substance abusers, physically handicapped, with emotional problems, learning disabilities, etc.).	3.852	1.292
2	A-10	Assess student's learning style.	3.840	.987
3	C-4	Know practical ways of motivating ABE students.	3.815	1.111
4	C-3	Know about other school and community resources for purposes of referral.	3.778	1.368
	C-5	Raise student's self-concept.	3.778	1.281
6	B-5	Evaluate your own teaching effectiveness.	3.679	1.249
7	G-4	Learn about the dangers of, and remedies for, "burnout" among ABE teachers.	3.607	1.449
8	D-3	Become familiar with a wide range of ABE materials.	3.556	1.251
9	B-1	Initial diagnosis of student learning needs.	3.536	1.401
10	G-3	Learn methods of improved time management.	3.519	1.312

Needs): G-4 ("Learn about the dangers of, and remedies for, 'burnout' among ABE teachers,") and G-3 ("Learn methods of improved time management"). It is well to recall here the finding from earlier in this chapter (Cf. p. 32) that the majority of full-time teachers (30 or more hours of work per week) contacted students five times as long each week as did the majority of part-time teachers (6 or less hours per week). Full-time teachers' concerns for "burnout" should be viewed from the prospective of longer contact hours and more years on the job.

During their longer teaching days, full-time teachers were encountering enough students with serious learning problems to make getting help in this area their number one need, as expressed in item A-11.

Inservice Training Needs as Seen by the Part-Time Teachers (N = 126)

The findings for the part-time teachers' needs are displayed in Table 4.22. The strongest pattern shown in the findings was the occurrence of four out of five of the items from Area D. Among these, item D-3 ("Become familiar with a wide range of ABE materials") was first on the list of the ten highest needs.

Two items from Area C were high on the list (C-4 and C-3). Item C-7 was ninth.

The part-time teachers had six items in common with the full-time teachers and eight items in common with the list for the total teacher group. The levels of need expressed by part-timers were slightly higher for the part-time teachers than for full-time teachers.

Inservice Training Needs as Seen by Urban, Rural, and Middle Area ABE Teachers (N = 63, 41, and 50)

The findings for urban ABE teachers are given in Table 4.23. The urban teachers had 9 out of 10 items that

Table 4.22

Inservice Training Needs of Part-Time ABE Teachers in the State of Washington as seen by the Part-Time Teachers (N = 126)

Rank	Skill	Description	M	SD
1	D-3	Become familiar with a wide range of ABE materials.	4.120	.912
2	C-4	Know practical ways of motivating ABE students.	4.072	1.033
3	C-3	Know about other school and community resources for purposes of referral.	3.928	.985
4	D-5	Develop or find a useable "scope and sequence" for teaching reading to ABE students.	3.927	1.218
5	D-4	Develop or find a useable curriculum for ABE students.	3.903	1.151
6	B-5	Evaluate your own teaching effectiveness.	3.864	1.080
7	B-1	Initial diagnosis of student learning needs.	3.831	1.241
8	A-11	Provide special help to students with specific problems that affect learning (e.g. substance abusers, physically handicapped, with emotional problems, learning disabilities, etc.)	3.795	1.233
9	C-7	Help the students develop a set of learning goals and personal improvement goals.	3.792	1.166
	D-2	Learn how to make interesting and varied materials for student use (learning packages, modules, etc.)	3.778	1.186

Table 4.23

The Top Ten Inservice Training Needs of Urban ABE Teachers in the State of Washington as Seen by the Urban Teachers (N = 63)

Rank	Skill	Description	M	SD
1	C-3	Know about other school and community resources for purposes of referral.	4.129	.877
2	C-4	Know practical ways of motivating ABE students.	3.952	1.108
3	B-5	Evaluate your own teaching effectiveness.	3.935	.990
4	D-3	Become familiar with a wide range of ABE materials.	3.919	1.106
5	D-5	Develop or find a useable "scope and sequence" for teaching reading to ABE students.	3.887	1.118
6	A-11	Provide special help to students with specific problems that affect learning (e.g. substance abusers, physically handicapped, with emotional problems, learning disabilities, etc.).	3.869	1.147
7	A-10	Assess student's learning style.	3.850	1.039
8	D-4	Develop or find a useable curriculum for ABE students.	3.721	1.267
9	B-1	Initial diagnosis of student learning needs.	3.694	1.223
10	F-3	Teaching reading (including word-attack skills, comprehension, and critical reading skills.)	3.677	1.352

appeared on the list of the total group of teachers.

Item C-3 ("Know referral resources") was first on the urban teachers' list of needs. There are many more community agencies and referral resources available in the city than in rural areas. The urban teachers expressed a high degree of need to know these resources better. These teachers have a larger number of "people with problems" who cluster in urban centers.

The findings for the rural ABE teachers are shown in Table 4.24. The most striking trend to be noticed among this list of needs was the appearance of all five items from Area D (Materials and Teaching Aids). Materials are in shorter supply among rural teachers who teach in locations which are often removed from easy access to centers which are better stocked with supplies and materials.

Missing from the rural teachers' list was the frequently mentioned item A-11 ("Help for students with special learning problems"). Getting help in order to assist these students was not seen as such a great need among rural teachers as among urban teachers who probably encounter this type of student with greater frequency.

The finding for middle area teachers were quite similar to those of the general teacher group; 7 out of 10 items were the same.

Inservice Training Needs as Seen by More-Experienced Teachers (N = 110)

More-experienced teachers were defined as those having three or more years of adult education teaching experience. The findings from the needs inventory for this sub-group are shown in Table 4.25. The findings are very similar to the findings for the total group of teachers (Table 4.17, p. 47). Nine out of 10 items are the same, and the order of the items is generally the same. Only the degree of need is lower than for the total group. A comparison of means shows all the means of the more experienced teachers were lower than the correspond-

Table 4. 24

The Top Ten Inservice Training Needs of Rural ABE Teachers in the State of WAshington as Seen by the Rural Teachers (N = 41)

Rank	Skill	Description	M	SD
1	D-3	Become familiar with a wide range of ABE materials.	4.171	.738
2	C-4	Know practical ways of motivating ABE students.	4.024	1.107
3	D-4	Develop or find a useable curriculum for ABE students.	4.000	1.049
4	C-5	Raise student's self-concept.	3.951	1.341
	D-5	Develop or find a useable "scope and sequence" for teaching reading to ABE students.	3.951	1.203
6	C-3	Know about other school and community resources for purposes of referral.	3.854	1.062
7	D-1	Learn how to evaluate new adult education materials.	3.805	1.077
8	A-4	Use individualized instruction techniques, like learning packages, interest groups, and tutoring.	3.780	1.370
9	B-1	Initial diagnosis of student learning needs.	3.775	1.271
10	D-2	Learn how to make interesting and varied materials for student use (learning packages, modules, etc.)	3.756	1.157

Table 4.25

The Top Ten Inservice Training Needs of More-Experienced (3 or More Years) ABE Teachers in the State of Washington as Seen by the More-Experienced ABE Teachers (N = 110)

Rank	Skill	Description	M	SD
1	C-4	Know practical ways of motivating ABE students.	3.935	1.088
2	D-3	Become familiar with a wide range of ABE materials.	3.917	1.078
3	D-5	Develop or find a useable "scope and sequence" for teaching reading to ABE students.	3.822	1.258
4	C-3	Know about other school and community resources for purposes of referral.	3.806	1.106
5	A-11	Provide special help to students with specific problems that affect learning (e.g. substance abusers, physically handicapped, with emotional problems, learning disabilities, etc.).	3.745	1.288
6	D-4	Develop or find a useable curriculum for ABE students.	3.673	1.257
7	B-5	Evaluate your own teaching effectiveness.	3.670	1.155
8	B-1	Initial diagnosis of student learning needs.	3.639	1.293
9	C-7	Help the student develop a set of learning goals and personal improvement goals.	3.630	1.227
10	A-10	Assess student's learning style.	3.618	1.282

ing means for the total group of teachers. The average difference was .092 of a point.

Inservice Training Needs as Seen by Less-Experienced Teachers (N = 44)

Less-experienced teachers were defined as those having two or less years of adult education teaching experience. The findings for this sub-group are found in Table 4.26.

The less-experienced teachers expressed a need for training in eight of the items which appeared on the list for the total group of teachers. The less-experienced teachers expressed a need for training in seven of the items mentioned by the more-experienced teachers. The emphasis of the total group and the more-experienced teachers on Areas D and C was seen to hold for the less-experienced teachers (three items from Area D and three from Area C).

The most striking thing about the list of needs for the less-experienced teacher was not item differences (which were minimal); rather it was the higher degree of need expressed for the items. The first eight items on the list all had means in excess of 4.000 and the last two items were close at 3.955. For each of the seven items which were common to the two groups, there was a higher mean expressed by the less-experienced teachers. The kinds of needs did not seem to change with experience, only the degree.

Table 4.26

The Top Ten Inservice Training Needs of Less-Experienced (0-2 Years) ABE Teachers in the State of Washington as Seen by the Less-Experienced Teachers (N = 44)

Rank	Skill	Description	M	SD
1	D-3	Become familiar with a wide range of ABE materials.	4.273	.727
2	C-4	Know practical ways of motivating ABE students.	4.250	.918

Table 4.26 (continued)

Rank	Skill	Description	M	SD
3	B-5	Evaluate your own teaching effectiveness.	4.227	.886
4	D-4	Develop or find a useable curriculum for ABE students.	4.159	.987
5	C-3	Know about other school and community resources for purposes of referral.	4.136	.905
6	B-1	Initial diagnosis of student learning needs.	4.114	1.166
7	D-2	Learn how to make interesting and varied materials for student use (learning packages, modules, etc.)	4.091	1.007
8	C-5	Raise student's self-concept	4.068	1.283
9	A-4	Use individualized instruction techniques, like learning packages, interest groups, and tutoring.	3.955	1.099
10	A-10	Assess student's learning style	3.955	1.056

Part 5

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

In this final part three tasks remain: (1) The study will return to the research questions of Part 1 and use them as a framework for organizing the conclusions of this study; (2) the study will discuss the value of the methods employed and the results achieved; and (3) the study will make recommendations for the future of ABE inservice training based on the findings presented in Part 4.

Conclusions Reached in Answer to Research Questions

The study will take each of the six research questions of Part 1 and list conclusions reached by the researcher in answer to each question.

Question 1. Who are the part-time ABE teachers in the state of Washington?

Conclusions. The study revealed a demographic profile for part-time ABE teachers. They have the following characteristics: (1) Part-time teachers are 82 percent of the total teachers; (2) they are 72.5 percent female; (3) they are over 90 percent white; (4) about 65 percent are 40 years old or younger; (5) nearly three-quarter (73 percent) have some graduate education, and 35 percent have master's degrees; (6) only 28 percent have taken credit courses in adult education, but 76 percent have had college courses in the teaching of reading; (7) there are 69 percent who can be classified as "more experienced" with three or more years of teaching adult education; and (8) their average turn-over rate is 14.9 percent per year for the last four years.

The conditions of employment for part-time teachers

are these: (1) Fifty percent teach in the evening; (2) over half (55 percent) of part-timers teach exclusively at off-campus sites, and they consitute 96 percent of the exclusively off-campus teachers, and (3) more than half (51 percent) work 6 hours or less per week.

These findings are in general agreement with the earlier research of Lombardi (1975), Mezirow et al.(1975), and Park (1977).

That part-time teachers have less training for teaching adults than do full-time teachers was strongly supported by the findings. This makes inservice training very important for part-time teachers.

That part-time teachers leave their jobs more frequently than full-time teachers was not supported by the data. In fact, there is a higher degree of stablility in the ABE working force than previously thought. Guesses prior to the study had been that 30 to 40 percent of part-time teachers leave each year. The lower turn-over rate of 14.9 percent seems to say that there are part-time teachers staying with ABE and who are worthy subjects for long-range staff-development plans. This prospect should be tempered with the "career plans" expressed by part-time teachers: Nearly 60 percent of the part-time teachers have limited commitments to ABE and could go or stay depending on future circumstances. It will be worthwhile for state and local administration, staff development workers, and fellow teachers to keep this "marginal 60 percent" in mind; many of them can be encouraged to prolong their commitment to ABE.

Question 2. Are there some significantly different sub-groups among the part-time teachers?

Conclusions. The study found several different sub-groups worthy of note. The Tuckman (1978) categories of part-time motivation make a useful subdivision of the part-time ABE teacher ranks. The part-time teachers who hope for full-time jobs were the largest sub-group at 32 percent. This

sub-group also showed a high degree of interest and commitment to ABE, with 57 percent saying they had long-term career plans. Apparently some of the "hopefulness" will not be rewarded with a full-time job, given the present and foreseeable funding levels. What continued failure to realize a career goal will mean to the morale of these teachers remains to be seen. They are probably more restive than those for whom part-time teaching is exactly suited; these latter are the homemakers, the full-mooners, and the part-mooners. If teaching ABE is a person's sole source of income, the number of hours, the wage, and the benefits are critical. These factors can be motivational "dissatisfiers," as Herzberg (1978) points out. Teacher satisfaction is part of the climate of inservice training.

With regard to differences in need, other sub-groups were found to be useful in this study: "urban," "rural," and "middle" showed need differences; "more experienced" and "less experienced" also differed in the degree of their needs.

Question 3. What has been the prior inservice training experience of part-time ABE teachers?

Conclusions. Teachers reported on what inservice training experience they had received during the last two years, 1978-79 and 1979-80. Part-time teachers participated less than full-time teachers in all categories of inservice, especially local workshops (47 percent for part-time and 68 percent for full-time) and visits to other sites (41 percent for part-time and 57 percent for full-time). The most surprising finding was the low levels of participation at the summer conferences (30 percent of part-timers in 1979 and 21 percent in 1980). The summer conferences are the major training effort of the state, and in the last two years, they have drawn less than a third of the part-time teachers. The part-time participation in all listed activities was less than 50 percent, except for self-study materials.

These patterns of participation seem to warrant a

reexamination of approaches to inservice training. What methods deserve the greatest attention and hold out the most promise? The teachers seem to believe that college courses are the most effective way of learning, an opinion not shared by coordinators and state-level authorities. All three groups are in agreement that local and cooperative workshops are of high utility. Summer conferences rated highly, but somewhat less than the local and area workshops. Self-study materials were used the most (60 percent of the part-time teachers), but were rated the lowest in effectiveness by all three groups.

Question 4. What do part-time ABE teachers see their present training needs to be?

Conclusions. The part-time teachers expressed their highest degrees of need in Areas D(Materials and Teaching Aids) and C (Understanding and Counseling the Adult Student). Four out of five of the Area D items appeared in the part-timers' list of ten highest needs. This need includes ABE student materials whether commercially or locally made, as well as curricular aids. The greater need expressed by part-timers for these items may be a function of the part-time teachers' lesser time in ABE. Teachers usually build up a collection of favorite, workable materials over several years, but the process does take time. Part-timers also are teaching more frequesntly in off-campus sites and at odd hours. They do not have as much ready access to main campus centers (and central stocks of materials) as do full-time teachers. This is similar to the situation of rural teachers who expressed a need for all five of the items from Area D. In fact, the rural teachers can be seen as a sub-class of part-time teachers, for 98 percent of rural teachers are part-time.

Two items from Area C, dealing with student motivation and student referral, were high on the part-timers' needs list. They also list A-11, the "special students" item. Together these needs indicate that part-time teachers are experiencing the fact that ABE teaching usually goes

beyond a transmission of content and requires teachers to deal with the "whole student" who often comes with life problems that impact learning.

Question 5. What do others who guide the planning of inservice training see as the training needs of ABE teachers in the state?

Conclusions. The local coordinators and state-level officials do not think there are any differences in need between full-time and part-time teachers and hence did not report a separate list of part-timer needs. The perceptions of need they had for all teachers, including part-time, has been reported. There is a large degree of agreement between perceptions of local coordinators and those of part-time ABE teachers. The coordinators share teacher concerns for Areas D and C. The coordinators showed a somewhat larger concern for Area A (teaching skills) than did either of the teacher groups.

The greatest disparity of perceptions, however, was between what the teachers themselves see as needs and what the state-level authorities perceive. For this latter group, Area B (Testing and Evaluation) was the most important area. In addition, not one of the items from Area D appeared on the state-level list. Also, three items from Area F (content fields) appeared on the list; this emphasis was not seen on any other list.

The perceptions of need for each group clearly cluster around certain themes, but consensus is limited. Teachers and coordinators are in substantial agreement, but the state-level authorities do not agree with these other two groups. This disparity will be discussed later in this study.

Question 6. Are there unique inservice training needs for part-time ABE teachers?

Conclusions. The part-time teachers share the full-time teachers' concern for Area C and the counseling and teaching of adult students with special problems (A-11). The theme

which is uniquely strong for part-time teachers is their expressed concern for good adult education materials and curriculum.

Besides this one unique need which relates to the content of ABE teaching, it had been thought that part-time teachers might express some special needs based on their conditions of employment, such as a greater need for compensation or a greater difficulty with traveling long distances to attend inservice activities. This did not prove true; in fact, the full-time teachers expressed higher degrees of difficulty in attending than did the part-timers. This is not to say that both groups don't have difficulties; both groups have problems with distance, costs of attending, lack of compensation and similar factors. The point here is that part-time teachers do not express a greater degree of need in these areas; in fact, they express less need than full-time teachers.

Further Discussion

The philosophy of needs assessment underlying the survey of the three groups was a relativitistic one, as suggested by Nguyen and Attkisson (1977). The relativistic position believes that "needs" will emerge from the informational input of involved groups. Nguyen and Attkisson (1977) suggest that a consensus is reached by the interaction of various interest groups. In the present study, there were three distinct groups. However, the consensus reached was a limited one with the state-level authorities having different perceptions than teachers and coordinators. The question remains as to whose voice expresses "real need."

At present there is no clear explanation for the state-level authorities' lack of agreement. Reasons that might be proposed are conjectural. However, one point can be clearly made: Failure to reach consensus can occur as a limitation of a one-time assessment effort involving several groups spread

over a wide area. Ideally further interaction between groups might have brought about agreement; however, such efforts were beyond the scope of the present study.

What remains? That complete consensus was not reached does not mean that no important results were found. Three significant findings came from the needs portion of the study:

1. The fact that there was a disparity of perceptions is itself an important finding, even though the source of the differences was not identified. Such a finding should be a cautionary note for future planning in the state and in the region. The perceptions of authorities at these levels are not always in agreement with perceptions at the local level. Both are valuable sources for needs assessment. However, training plans cannot be imposed from above without local participation, and local programs might profit from the perspectives of higher outside authorities.

2. The limited consensus reached by the teachers and coordinators is useful in that it produced a broad picture of ABE teacher training needs across the state, as seen by these two groups. They are closest to the work setting where need is experienced, and their perceptions are an important part of any assessment. These two groups are also the two agents who will be chiefly responsible for the success of actual in-service activities, whether as planners, presenters, or participants. The area of need expressed by these two groups could be the subjects for the implementation of training.

3. The needs assessment portion of the study revealed some differences in perception of need by different teacher sub-groups. These differences may or may not warrant separate activities, but they are definitely another dimension to consider in planning.

Recommendations

A weighing of the findings of this study suggests the following recommendations:

1. Staff development planning should be done at the local level. Regional and state planning should continue, but a new emphasis should be given to local planning. Each school should involve itself in a yearly process which results in a written staff devel-pment plan. The process should maximize teacher participation. Responsibility for implementation must be clearly fixed, preferabley in a single person, as suggested by Kozoll et al. (1980:364); this person would probably be the local coordinator at first, but responsiblity could rotate to others as the process evolves and leadership develops. The critical element needed to make local planning work is leadership. Part-time teachers with relatively little experience in ABE cannot be expected to plan and execute inservice training. Instructional leadership should come from coordinators and more experienced or better trained staff. This imperative leads into the second recommendation.

2. Local coordinators should be given inservice training to help them become more effective planners and facilitators of inservice training. If local coordinators could be given the experience of planning inservice together, they could return to their individual schools and duplicate the process at home with their own staffs.

The evolution of ABE staff development, as traced in the research literature, has moved from national and regional programs to more recent activities on the state and local levels. This seems consistent with these times of limited resources. Smaller local efforts can concentrate on particular local problems.

Local efforts should include: (1) local and individual needs assessment, (2) written plans, and (3) maximum staff participation.

It must be recongnized that state efforts, like the summer conferences, are not a substitute for local activities.

3. More incentives should be used to maximize participation by teacher sub-groups. Sub-groups like part-time,

full-time, and rural have special difficulties in attending inservice actitivities. Local and state planners should ratify their commitment to the principle of staff development, by concrete acts that help teachers overcome the obstacles to training. Released time, scheduled training days, remuneration of expenses, and even stipends and paid time are warranted, in order to encourage participation. Greater involvement of staff in planning will give staff an "ownership" in the activities from the beginning.

4. The needs of various teacher sub-groups should be considered in the planning of inservice activities. The special needs of some teacher sub-groups have been noted. Full-time teachers registered need in Area G (teacher maintenance needs); part-time teachers and rural teachers expressed needs in Area D (materials and teaching aids); urban teachers said they have need for training in how to deal with students with "special problems"; less-experienced teachers expressed the same kinds of needs for training as did the more-experienced teachers, but to a higher degree.

These different needs might be the subjects of special training efforts; they should at least be a consideration in the planning of inservice activities. Planning needs to be done with the awareness that these various sub-groups do have different needs.

5. The results of the present study should be used to give direction to state and local efforts. The findings of this study point to areas of need which might be answered by a variety of approaches on several levels of delivery. Teachers expressed strong interest in materials, curriculum, and understanding and counseling the adult student. Refining the details of these needs could be carried out at the local and individual level.

6. Present successful inservice practice should be complemented by continuing, varied, research-based innovation.

The high positive attitudes expressed for the value of in-service training by the respondents indicate that many things have been done very successfully in the state's inservice efforts. Present valuable practices should not be abandoned, but should be enhanced by efforts to maximize participation.

At the same time varied approaches should be employed: (1) The training-for- transference model of Joyce and Showers (1980) is worthy of consideration; (2) the large number of local teachers and coordinators who volunteered to plan, present, or help present inservice training should be used (Cf. pp. 45-46); (3) local talent with developed expertise should be rewarded with stipends commensurate with their worth; and (4) other models of training delivery should be tried and evaluated on the state and local levels.

The traditional alliances of ABE with university expertise and degree programs should be maintained and expanded.

7. Communication of inservice activities and inservice materials should be improved. Some well-planned inservice activities of high quality have had less attendance and attention than they deserved, because potential participants have not known about them, or have not known about them in time. The work of the new Staff Development Committee and its new bulletin of information are to be encouraged and expanded. A personal telephone network should be considered as a way of "getting out the word."

Each year state monies are expended on demonstration projects under the provisions of Section 310 of the Adult Education Act, yet the results of these projects are little known to the rank and file of teachers. Wider dissemination is merited..

8. The "environment of ABE" needs continual nurturing to facilitate ABE programs and the inservice training of ABE staff. It is discouraging to note the low position assigned to ABE programs in the hierarchy of some community colleges and vocational technical schools. Educationally

disadvantaged, marginal adult students are sometimes considered an embarrassment to schools that wish to emulate more academic institutions or concentrate on the technicalities of vocational training. Some ABE staffs are made to feel a lowly status commensurate with the supposed status of the students whom they serve.

Developing professional pride in ABE teachers should be one of the goals of inservice training. Local programs need to wage a campaign of proactive public relations within their own institutions and in their local communities. There is much to be proud of in ABE: The lives of adult students change, their self confidence blossoms, and their social and human productivity increases, with consequent benefits to society.

9. Another survey like the present one should be conducted in the future. The present study has established a base-line of data from which to measure future changes in teacher demographics and needs for inservice training. Five years from now (1986) would be a reasonable time to again take stock of ABE teachers and their inservice training needs.

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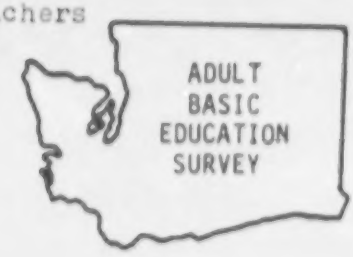
First Letter to Teachers



ADULT BASIC EDUCATION SURVEY
c/o Adult Education Office
Superintendent of Public Instruction
Old Capitol Bldg.
Olympia, WA 98504

November 3, 1980

Across the state of Washington, you and other Adult Basic Education teachers are helping to improve the knowledge and skills of some of our under-educated adults. However, there is little knowledge about who the ABE teachers are in the state of Washington: What are the training and experience of ABE teachers? Do part-time and full-time teachers stay in the field of ABE the same length of time? What are the conditions of their work? What needs do they feel in the classroom, and what kinds of in-service training will help them? Do part-time ABE teachers have training needs different from full-time teachers? The Office of Adult Education in Olympia is sponsoring a study to answer these questions.

You are one of the ABE teachers being asked to give information and opinions on these questions. In order that the results of the study will truly represent the experience and thinking of ABE teachers in all parts of the state, your responses are very important! Please take the time to complete and return the enclosed questionnaire.

You may be assured of complete confidentiality. The questionnaire has an identification number, for mailing purposes only. This is so that we may check your name off of the mailing list when your questionnaire is returned. Your name will never be used in any way, and final reports will include only combined totals and general categories.

The results of this study will help us to better understand ABE teachers and their professional needs. The final report will be made available to local ABE administrators and to state-level administrators, for planning purposes. I would also be happy to furnish you with a summary of the results. If you wish to receive a copy, please mark the "results wanted" item at the end of the questionnaire.

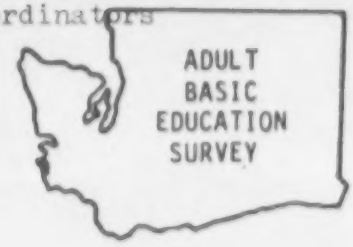
I would be glad to answer any questions. Please write or call. My home phone is (206) 255-2756 (in Renton), or leave a message at the Adult Education Office in Olympia, (206) 753-6748 or scan 8-234-6748, and I will return your call.

Thank you very much for your help!

Sincerely,

Pete Stafford
Project Researcher

First Letter to Coordinators



ADULT BASIC EDUCATION SURVEY
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Olympia, WA 98504

November 3, 1980

Part-time teachers are being hired in growing numbers at American educational agencies. In the state of Washington, Adult Basic Education is one of the programs affected by this trend. However, no one really knows the details of the picture: How many ABE teachers are part-time and how many are full time? What are the backgrounds, job motivations, turn-over rates, and special training needs of the part-time ABE teachers? A 310 research project is underway to answer these questions.

You and the other local ABE administrators and coordinators are a small number, so your responses to the survey are very important. The information and perceptions which you supply are vital, if the state-wide picture of ABE teachers and their in-service needs is to be complete. Please take the time to fill out and return the enclosed questionnaire.

Your replies will be seen only by myself, so please be assured of complete confidentiality. At no time during the study will your name, the names of any of your teachers, or your school, be used in any way. Final reports will include only combined totals and general categories.

Similar questionnaires are being sent to the ABE teachers at your institution; please also encourage them to complete and return their questionnaires. The results of this study will help us to better understand ABE teachers and their professional needs. I would be very happy to furnish you with a copy of the study's results. If you wish to receive a copy, please mark the "results wanted" item at the end of the questionnaire.

If you have any questions, please write or call. My home phone number is (206) 255-2756 (in Renton), or leave a message at the Adult Education Office in Olympia (206) 753-6748 or scan 8-234-6748, and I will return your call.

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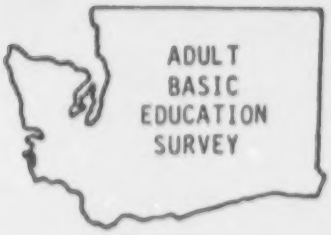
Project Researcher

First Letter to
State-Level
Authorities



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You are one of a small number of state-level persons who are knowledgeable about ABE programs in Washington. The information and perceptions which you supply are vital, if the state-wide picture of ABE teachers and their inservice needs is to be complete. Please take the time to fill out and return the enclosed questionnaire.

Your replies will be seen only by myself, so please be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so we may check your name off of the mailing list when your questionnaire is returned. Your name will never be used in any way, and final reports will include only combined totals and general categories.

Similar questionnaires are being sent to the ABE teachers and to the local ABE administrators or coordinators. The results of this study will help us to better understand ABE teachers and their professional needs. I will be very happy to furnish you with a copy of the study's results.

If you have any questions, please write or call. My home phone number is (206) 255-2756 (in Renton), or leave a message at the Adult Education Office in Olympia (206) 753-6748 or scan 8-234-6748, and I will return your call.

Thank you very much for your help!

Sincerely,

Pete Stafford
Project Researcher

Follow-up Postcard to All Participants

November 11, 1980

Last week a questionnaire seeking your opinions about ABE teachers in the state of Washington and their needs for in-service training was mailed to you.

If you have already completed and returned the questionnaire to us, please accept our sincere thanks. If not, please do so today. Because the number of people in the study is relatively small it is extremely important that your opinion also be included in the study, if the results are to accurately represent the state-wide picture.

If by some chance you did not receive the questionnaire, or if got misplaced, please call me right now, and I will get another one in the mail to you today. Call me collect at (206) 255-2756 in Renton or call the Adult Education Office in Olympia on scan 8-234-6748 and I will return your call.

Sincerely,

Pete Stafford
Project Researcher

ADULT BASIC EDUCATION SURVEY
c/o Adult Education Office
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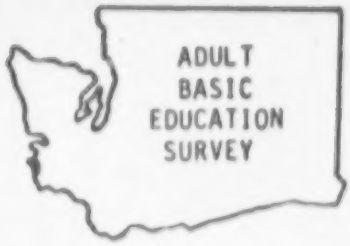
Olympia, WA 98504

Second Letter to Teachers



ADULT BASIC EDUCATION SURVEY
c/o Adult Education Office
Superintendent of Public Instruction
Old Capitol Bldg.
Olympia, WA 98504

November 21, 1980

About three weeks ago I wrote to you seeking information about your work as an ABE teacher and your opinion on inservice training for ABE teachers. As of today we have not yet received your completed questionnaire.

I am writing to you again, because of the importance of your responses. We want to get a true and complete picture of what ABE teachers are thinking across the state by tapping your knowledge and experience, of whatever length. The number of ABE teachers is small, so it is vital to hear from you.

We have undertaken the study to get a better view of who the ABE teachers are in the state of Washington, how they see their work, and what they feel their training needs to be. The results of the study will be helpful for future state and local planning. Please help us with your response.

In the event that your questionnaire has been misplaced, a replacement is enclosed. If you have recently mailed us your completed questionnaire, please accept our sincere thanks for responding.

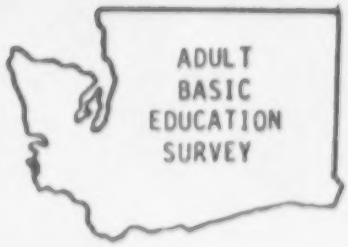
Your help is greatly appreciated.

Sincerely,

Pete Stafford
Project Researcher

P.S. A number of people have asked when results will be available. We hope to have them out by January.

Second Letter
to Coordinators



ADULT BASIC EDUCATION SURVEY
c/o Adult Education Office
Superintendent of Public Instruction
Old Capitol Bldg.
Olympia, WA 98504

November 21, 1980

About three weeks ago I wrote to you seeking your opinion on ABE teachers and their needs for inservice training. As of today we have not yet received your completed questionnaire.

The Adult Education Office has sponsored this study in the hope of learning more about the kinds of people who are teaching ABE across the state of Washington and what their needs for training may be. We are especially interested in finding out more about the background and professional needs of part-time ABE teachers. Study results will be used for future state and local planning.

I am writing to you again because of the importance each questionnaire has for this study. As a local administrator or coordinator of an ABE program, you are one of a small group of persons whose knowledge and experience with ABE we wish to tap. Your responses are very important if the study is to be complete and accurate. Please help us by responding.

In the event that your questionnaire has been misplaced, a replacement is enclosed. If you have recently mailed us your completed questionnaire, please accept our sincere thanks for responding.

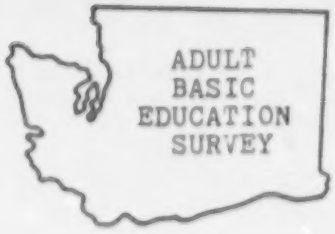
Your help is greatly appreciated.

Sincerely,

Pete Stafford
Project Researcher

P.S. A number of people have asked when results will be available. We hope to have them out by January.

Final Letter to
all "Hold-outs"



ADULT BASIC EDUCATION SURVEY
c/o Adult Education Office
Sup. of Public Instruction
Old Capitol Building
Olympia, WA 98504

Dec. 5, 1980

I am writing to you about our study of Adult Basic Education teachers and their inservice training needs. We have not yet received your completed questionnaire.

The large number of questionnaires returned is very encouraging. But, whether we will be able to describe accurately how ABE teachers feel about their experience and their present training needs depends upon you and the others who have not yet responded. This is because experience from other surveys suggests that those of you who have not yet sent in your questionnaires may hold quite different opinions than those who have.

This is the first statewide study of this type that has ever been done. And so, the results are of particular importance for getting a clear picture of statewide ABE inservice training needs and for providing data for state and local planning. The usefulness of our results depends on how accurately we are able to describe the characteristics and training needs of the ABE teachers in Washington.

It is for these reasons that I am sending this letter by certified mail to insure delivery. In case our other correspondence did not reach you, a replacement questionnaire is enclosed. May I urge you to complete and return it as quickly as possible.

Your contribution to the success of this study will be appreciated greatly.

Most sincerely,

Pete Stafford
Project Researcher

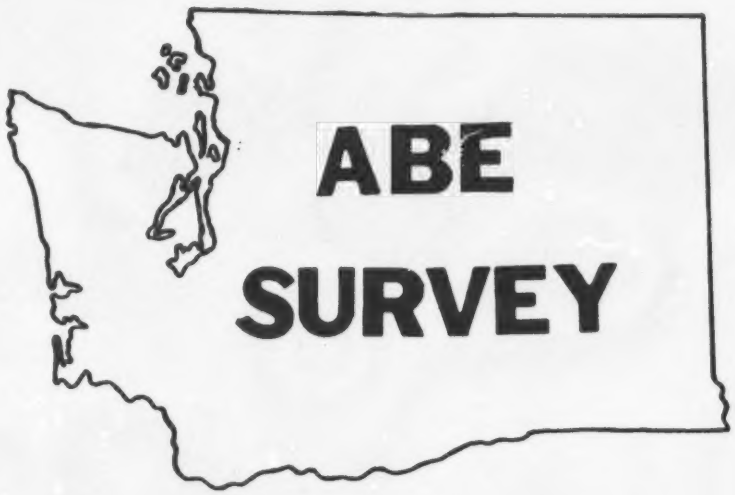
APPENDIX A

T

ADULT BASIC EDUCATION SURVEY:

A STATEWIDE STUDY OF WASHINGTON ABE TEACHERS

AND THEIR INSERVICE NEEDS



ADULT BASIC EDUCATION SURVEY
C/O Office of Adult Education
Superintendent of Public Instruction
Old Capitol Building
Olympia, Wa. 98504

APPENDIX A (continued)

FORM T: SURVEY OF ABE TEACHERS

The purpose of this survey is to learn more about the inservice training needs of ABE teachers who work in the state of Washington. Your opinions, as those of an ABE teacher, are very important. Thank you for taking the time to respond!

Please be assured of complete confidentiality regarding the answers and comments you make; the completed questionnaires will be read by only the one person conducting the survey, Pete Stafford. No one else will look at them. Only combined, tabulated results and general categories will be used later in the project. There is no need to sign your name; the coded ID number on the front cover is enough identification.

General Directions:

Please read each item carefully. You will usually be asked to circle a single number as the way of responding. The computer can not process more than one response per question, so please always choose the single best answer.

If you wish to make any additional comments, please feel free to do so. Use the spaces at the left of each page.

Part I: YOUR BACKGROUND AND EXPERIENCE

Directions: For each question, please circle the single number in the response column which best answers the question.

Question	Response
1. What is your sex?	1.
1. Female 2. Male	1 2

APPENDIX A (continued)

Question	Response
2. What is your race? 1. Asian 2. Black 3. American Indian 4. Hispanic 5. White 6. Other (specify) _____	2. 1 2 3 4 5 6
3. What is your age? 1. Less than 20. 2. 20 to 30. 3. 31 to 40. 4. 41 to 50. 5. 51 to 60. 6. 61 or older.	3. 1 2 3 4 5 6
4. What is your educational background? (Circle one) 1. Completed high school. 2. Some college, but did not graduate. 3. College graduate with an Associate's degree. 4. College graduate with a Bachelor's degree. 5. Some graduate-level college credits short of a graduate degree. 6. Master's degree in (Fill in): _____ 7. Doctor's degree in (Fill in): _____	4. 1 2 3 4 5 6 7
5. What was your undergraduate major for any time you attended college? 1. English 2. mathematics 3. science 4. history 5. education 6. psychology 7. Other (specify): _____	5. 1 2 3 4 5 6 7
6. Have you had any college courses for credit in the theory and/or practice of adult education? (1 = yes / 2 = no)	6. 1 2
7. Have you ever had a college course in the teaching of reading? (1 = yes / 2 = no)	7. 1 2

APPENDIX A (continued)

Question	Response
8. Do you have a teacher's certificate of any kind? (Circle one number.) 1. I have an initial or provisional certificate. 2. I have a continuing or standard certificate. 3. I have a vocational certificate. 4. I have had a certificate, but it has expired or lapsed. 5. I have never had a teacher's certificate of any kind. 6. Other (Please describe): _____ _____	8. 1 2 3 4 5 6
9. How many total years have you worked as an adult education teacher in your entire past career? (Count each year in which you had at least one quarter of service; years need not be continuous.) 1. Less than one. (started this quarter) 2. One or two. 3. Three or four. 4. Five or six. 5. Seven or more.	9. 1 2 3 4 5
10. How many years have you taught in your presently held job? (as of Nov. 1980) 1. Less than one. (started this quarter) 2. One or two. 3. Three of four. 4. Five or six. 5. Seven or more.	10. 1 2 3 4 5
11. Do you regularly read any professional publication(s) related to adult education? (1 = yes / 2 = no) (Please list titles): _____ _____ _____ _____ _____	11. 1 2

APPENDIX A (continued)

Question	Response
12. Are you a member of any professional organizations associated with adult education? (1 = yes / 2 = no) If "yes," please check or list the organization(s) you belong to: ☐ a. The Wa. Continuing Education Assoc. ☐ b. The Northwest Adult Education Assoc. ☐ c. Other (specify): _____ _____	12. 1 2

Part II: ABOUT YOUR PRESENT WORK

Directions: This part contains some questions about your present work as a teacher of ABE students. Circle one number only in making your response. Feel free to make additional comments at any point.

Comments	Question	Response
	1. What time of day do you teach your ABE class or classes this quarter? 1. Morning only. 2. Afternoon only. 3. Evening only. 4. Morning and afternoon. 5. Morning and evening. 6. Afternoon and evening. 7. Morning, afternoon, and evening.	1. 1 2 3 4 5 6 7
	2. At what site or sites do you teach ABE classes this quarter? (Circle one number) 1. On the main campus. 2. At an off-campus program. 3. Split time between main campus and an off-campus site. 4. Other (specify): _____ _____	2. 1 2 3 4

APPENDIX A (continued)

Comments	Question	Response
	3. For how many hours per week this quarter are you paid for your ABE-related work? (Include contact hours, prep hours, and office hours that are paid hours.) 1. Six or less. 4. 21 to 30. 2. Seven to twelve. 5. 30 or more. 3. 13 to 20.	3. 1 2 3 4 5
	4. PLEASE NOTE: This is an especially important question. Please classify yourself as a "full-time ABE teacher" or a "part-time ABE teacher," according to one of these categories: 1. Full-time teacher of ABE only. 2. Full-time teacher, some of whose duties include ABE. 3. Part-time teacher of ABE only. 4. Part-time teacher, some of whose duties include ABE.	4. 1 2 3 4
	5. (If you are a full-time teacher, skip this question and go to #6; if you are a part-time teacher, please answer this question.) Which one of the following categories best describes your part-time job status? (Circle the one number which comes closest to your situation.) 1. I am a homemaker and only want part-time work. 2. I hold a full-time job elsewhere and am supplementing my income with my part-time ABE job. 3. I hold a part-time job elsewhere and am supplementing my income with my part-time ABE job. 4. I am working part-time hoping to find a full-time job in adult education. 5. I am a student and want only a part-time job for the present. 6. I want part of my time for pursuing leisure or recreation activities and am content to work part-time at ABE. 7. I am semi-retired and have this job as a way of maintaining interest and contact with the teaching field. (Other choices are on the next page.)	5. 1 2 3 4 5 6 7 8 9

APPENDIX A (continued)

Comments	Question	Response
	8. The ABE job is temporary; I am doing it on my way to something else and do not plan to stay in the teaching field. 9. Other (specify): _____ _____ _____	
	6. What are your professional plans with regard to adult education teaching? 1. I am teaching from year to year, keeping my options open. 2. I would like to work at adult education 2 to 5 years more. 3. I want to make adult education teaching a long-term career (i.e. more than 5 years.) 4. This is probably my last year in adult education.	6. 1 2 3 4
	7. What are the greatest needs of adult students which you, as an ABE teacher, can address? (List your top three.) 1. 2. 3.	7.

Part III: THE INSERVICE TRAINING OF ABE TEACHERS

Directions This part contains some questions asking about how you see inservice training. Circle one number for each item. Feel free to make additional comments at any point.

Comments	Question	Response
	1. When you were hired for your present position did you receive an orientation (two or more hours which helped you prepare for your new job)? (1 = yes / 2 = no)	1. 1 2

APPENDIX A (continued)

Comments	Question	Response

2. Listed below are some elements of orienting a new ABE teacher. Please indicate how important you think each element is by using this code:

1 = No importance
2 = Little importance
3 = No feeling
4 = Moderate importance
5 = Much importance

	Question	Response	No Importance	Little Importance	No Feeling	Moderate Importance	Much Importance
a.	An orientation handbook.	a.	1	2	3	4	5
b.	Pairing new teachers with experienced teachers.	b.	1	2	3	4	5
c.	Introducing the new teacher to other staff.	c.	1	2	3	4	5
d.	An orientation day or session for the new teacher before he or she starts to work.	d.	1	2	3	4	5
e.	Information about the students in the class.	e.	1	2	3	4	5
f.	An explanation of the kinds and uses of available ABE materials.	f.	1	2	3	4	5
g.	An explanation of the school's ABE curriculum.	g.	1	2	3	4	5
h.	An explanation of the school's philosophy and goals. (With printed materials as backup)	h.	1	2	3	4	5
i.	An explanation of the school's other programs. (With printed material as backup)	i.	1	2	3	4	5
j.	A copy of Instructor's Handbook for Adult Basic Education (Region X Adult Education Consortium, NWREL).	j.	1	2	3	4	5
k.	Other (specify) _____	k.	1	2	3	4	5

APPENDIX A (continued)

Comments	Question	Response
	3. Listed below are some incentives which might move you to participate in inservice education. Please indicate how important you think each incentive would be for you. Use this code: 1 = No importance 2 = Little importance 3 = No feeling 4 = Moderate importance 5 = Much importance	3. (No Importance / Little Importance / No Feeling / Moderate Importance / Much Importance)
	a. An unpaid inservice training day with no classes scheduled so teachers might be free to attend.	a. 1 2 3 4 5
	b. An inservice day with mileage, meals, and a stipend for teachers who attend.	b. 1 2 3 4 5
	c. Tie one factor of salary advancement to the number of hours of inservice participation.	c. 1 2 3 4 5
	d. Offer college credit for local inservice education activities.	d. 1 2 3 4 5
	e. Tie professional certification to a certain number of college credit hours in adult education.	e. 1 2 3 4 5
	f. Awards, ceremonies, or other such recognition of inservice hours.	f. 1 2 3 4 5
	g. Your desire to improve professionally.	g. 1 2 3 4 5
	h. Other (specify): _____ _____	h. 1 2 3 4 5
	4. Listed below are some factors which might make it difficult or impossible for you to attend inservice activities. Please answer yes or no for each of the factors. (1 = yes / 2 = no)	4. (Yes / No)
	a. The need for child care services.	a. 1 2
	b. Taking time away from family and friends.	b. 1 2
	(Continued, next page)	

APPENDIX A (continued)

Comments	Question	Response
	c. The lack of compensation for your time.	c. Yes 1 No 2
	d. Past disappointments in the quality of inservice activities.	d. 1 2
	e. Involvement in another job.	e. 1 2
	f. Involvement in your ABE job.	f. 1 2
	g. The costs of attending (travel, child-care, food, etc.)	g. 1 2
	h. Distance from the activity.	h. 1 2
	i. Other (specify):_____	i. 1 2
	5. Listed below are some approaches to inservice training. Evaluate each as to its effectiveness in helping you to improve as an ABE teacher. Use this code: 1 = Not effective 2 = Only slightly effective 3 = Moderately effective 4 = Highly effective 5 = No experience or no Opinion	5. Not Effective / Only Slightly Effective / Moderately Effective / Highly Effective / No Experience Or No Opinion
	a. Self study materials for teachers.	a. 1 2 3 4 5
	b. Periodic workshops done at your school.	b. 1 2 3 4 5
	c. Workshops done for a group of local schools working cooperatively.	c. 1 2 3 4 5
	d. College courses for credit offered at a place and time convenient for ABE teachers.	d. 1 2 3 4 5
	e. Intensive summer institutes.	e. 1 2 3 4 5

(Continued, next page)

APPENDIX A (continued)

Comments	Question	Response
	5. (Continued)	5. Not Effective / Only Slightly Effective / Moderately Effective / Highly Effective / No Experience Or No Opinion
	f. Summer conferences for ABE teachers of the state or region.	f. 1 2 3 4 5
	g. Visiting other schools and classrooms to observe and exchange ideas.	g. 1 2 3 4 5
	h. Being observed (by classroom visitation, being video-taped, etc.) with specific feed-back on performance.	h. 1 2 3 4 5
	i. Other (specify): _____ _____	i. 1 2 3 4 5
	6. Below are some statements with which you are asked to agree or disagree. Circle one number for each statement, according to this code: 1 = Strongly disagree 2 = Disagree 3 = No feeling 4 = Agree 5 = Strongly Agree	6. Strongly Disagree / Disagree / No Feeling / Agree / Strongly Agree
	a. The inservice training needs of part-time time and full-time ABE teachers are different.	a. 1 2 3 4 5
	b. There should be some inservice training activities for ABE part-timers only.	b. 1 2 3 4 5
	c. The inservice training needs of the less experienced (0 to 2 yrs.) ABE teachers are different from the needs of more experienced (3 or more yrs.) ABE teachers.	c. 1 2 3 4 5
	(Continued, next page)	

APPENDIX A (continued)

Comments	Question	Response
	6. (Continued)	6. Strongly Disagree / Disagree / No Feeling / Agree / Strongly Agree
	d. Inservice training is important for professional growth.	d. 1 2 3 4 5
	e. Inservice training has potential for the future that makes it worthwhile to continue.	e. 1 2 3 4 5
	f. Participants must be selective about the inservice training activities they choose to attend.	f. 1 2 3 4 5
	g. Inservice training activities are mainly a waste of time.	g. 1 2 3 4 5
	7. If you were to attend an inservice activity what time would be best to meet your needs and preferences? (Circle one number.) 1. Saturday late morning and afternoon. 2. Friday evening with dinner. 3. On an inservice training day scheduled by your school. 4. On weekdays for an hour or two after school. 5. During the summer. 6. Other (specify): _____	7. 1 2 3 4 5 6

APPENDIX A (continued)

Comments	Question	Response
	8. Check the kinds of inservice activities related to adult education that you have experienced in the last two years. (1 = yes / 2 = no)	8.
	a. Workshops or other inservice activities at your school.	a. 1 2
	b. Cooperative inservice activities with neighboring schools.	b. 1 2
	c. Summer ABE conference for Washington state--August, 1979 at Kirkland.	c. 1 2
	d. Summer conference for Region X--August, 1980 at Portland, Ore.	d. 1 2
	e. Adult education college courses at night.	e. 1 2
	f. Adult education college courses during the summer.	f. 1 2
	g. Self study materials for adult education teachers.	g. 1 2
	h. Visiting other schools and classrooms to observe and exchange ideas.	h. 1 2
	i. Being observed with specific feedback on performance.	i. 1 2
	j. Other (specify): _____ _____ _____	j. 1 2
	9. Would you be willing to help plan an in-service activity for your ABE group or for a group of local schools? (1 = yes / 2 = no)	9. 1 2
	10. Are you able and willing to present, or help present a workshop or other activity relevent to ABE inservice needs? (1 = yes / 2 = no)	10. 1 2
	If yes, please indicate the nature and content of the activity: _____ _____ _____ _____	

Yes No

APPENDIX A (continued)

Comments	Question	Response
	11. Would you be willing to serve on an advisory committee to help plan inservice training? (1 = yes / 2 = no)	11. 1 2

Part IV: INSERVICE NEEDS INVENTORY

Listed below are some important areas for ABE inservice education. Within each area are listed some teacher skills. Please give your opinion about your need for inservice training to improve each listed skill.

Directions: Circle a single number to indicate your present need for inservice training, as an ABE teacher, to improve each listed skill. Use this code:

1 = No need
2 = Little need
3 = No feeling
4 = Moderate need
5 = Much need

Feel free to make additional comments at any point.

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	AREA A: TEACHING SKILLS						
	1. Employ flexible grouping techniques in the classroom, like pairing, small groups, and large groups.	1.	1	2	3	4	5
	2. Present information through a researched and well-illustrated lecture.	2.	1	2	3	4	5
	3. Stimulate and direct discussion in groups, classes, and seminars.	3.	1	2	3	4	5
	4. Use individualized instruction techniques, like learning packages, interest groups, and tutoring.	4.	1	2	3	4	5
	5. Direct students in how and what to study.	5.	1	2	3	4	5

APPENDIX A (continued)

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	High Need
	6. Cooperate with, and be able to organize other teaching personnel. (Team teaching, flexible scheduling, use of volunteers and aides.)	6.	1	2	3	4	5
	7. Improve questioning skills.	7.	1	2	3	4	5
	8. Arrange for and conduct field trips.	8.	1	2	3	4	5
	9. Learn and apply principles of adult learning to the ABE classroom.	9.	1	2	3	4	5
	10. Assess student's learning style.	10.	1	2	3	4	5
	11. Provide special help to students with specific problems that affect learning (e.g. substance abusers, physically handicapped, with emotional problems, learning disabilities, etc.).	11.	1	2	3	4	5
	12. Operate and appropriately use audiovisual aids.	12.	1	2	3	4	5
	13. Become familiar with electronic and computer-assisted instructional techniques.	13.	1	2	3	4	5
	14. Become familiar with "mastery learning". techniques which make student advancement depend on student mastery.	14.	1	2	3	4	5
	15. Other (your input here will be very useful): _____ _____ _____ _____	15.	1	2	3	4	5

APPENDIX A (continued)

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	AREA B: TESTING AND EVALUATION						
	1. Initial diagnosis of student learning needs.	1.	1	2	3	4	5
	2. Conduct on-going progress testing.	2.	1	2	3	4	5
	3. Place adult readers at correct reading level by the use of informal reading inventories (IRI's).	3.	1	2	3	4	5
	4. Give feedback to students in an appropriate manner.	4.	1	2	3	4	5
	5. Evaluate your own teaching effectiveness.	5.	1	2	3	4	5
	6. Other: _____	6.	1	2	3	4	5
	_____						
	_____						
	AREA C: UNDERSTANDING AND COUNSELING THE ADULT STUDENT						
	1. Know the general characteristics of adult learners.	1.	1	2	3	4	5
	2. Know specific differences in ABE students based on factors like race, cultural background, language, social class, and previous school and job experience.	2.	1	2	3	4	5
	3. Know about other school and community resources for purposes of referral.	3.	1	2	3	4	5
	4. Know practical ways of motivating ABE students.	4.	1	2	3	4	5
	5. Raise student's self-concept.	5.	1	2	3	4	5

APPENDIX A (continued)

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	6. Know how to conduct an initial interview with an ABE student.	6.	1	2	3	4	5
	7. Help the student develop a set of learning goals and personal improvement goals.	7.	1	2	3	4	5
	8. Other: _____	8.	1	2	3	4	5
	AREA D: MATERIALS AND TEACHING AIDS						
	1. Learn how to evaluate new adult education materials.	1.	1	2	3	4	5
	2. Learn how to make interesting and varied materials for student use (learning packages, modules, etc.)	2.	1	2	3	4	5
	3. Become familiar with a wide range of ABE materials.	3.	1	2	3	4	5
	4. Develop or find a useable curriculum for ABE students.	4.	1	2	3	4	5
	5. Develop or find a useable "scope and sequence" for teaching reading to ABE students.	5.	1	2	3	4	5
	6. Other: _____	6.	1	2	3	4	5

APPENDIX A (continued)

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	AREA E: CLASSROOM MANAGEMENT						
	1. Organize the classroom in such a way as to give individual attention to a varied group of ABE students.	1.	1	2	3	4	5
	2. Know the theory and practice of handling student discipline.	2.	1	2	3	4	5
	3. Provide effective ways to chart student progress and to keep necessary classroom records.	3.	1	2	3	4	5
	4. Arrange physical classroom layout to provide teaching areas, quiet areas, storage of materials and records, and control of classroom traffic.	4.	1	2	3	4	5
	5. Other: _____	5.	1	2	3	4	5
	AREA F: CONTENT FIELDS						
	1. Teaching English (including grammar, spelling, and punctuation.).	1.	1	2	3	4	5
	2. Teaching mathematics.	2.	1	2	3	4	5
	3. Teaching reading (including word-attack skills, comprehension, and critical reading skills.)	3.	1	2	3	4	5
	4. Teaching values clarification.	4.	1	2	3	4	5
	5. Teaching science and health.	5.	1	2	3	4	5

APPENDIX A (continued)

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	6. Teaching English as a Second Language.	6.	1	2	3	4	5
	7. Teaching adult practical skills such as consumer awareness.	7.	1	2	3	4	5
	8. Teaching written composition skills and other communications skills.	8.	1	2	3	4	5
	9. Teaching penmanship.	9.	1	2	3	4	5
	10. Teaching social studies.	10.	1	2	3	4	5
	11. Other: _____	11.	1	2	3	4	5
	_____						
	_____						
	AREA G: TEACHER MAINTENANCE NEEDS						
	1. Develop a plan for professional self-improvement.	1.	1	2	3	4	5
	2. Learn how to deal with the stress associated with teaching ABE.	2.	1	2	3	4	5
	3. Learn methods of improved time management.	3.	1	2	3	4	5
	4. Learn about the dangers of, and remedies for, "burnout" among ABE teachers.	4.	1	2	3	4	5
	5. Learn more about the goals and programs of the school where you work.	5.	1	2	3	4	5
	6. Other: _____	6.	1	2	3	4	5
	_____						
	_____						

APPENDIX A (continued)

ADDITIONAL THOUGHTS:

I would really like to get the fruits of your thinking and experience in ABE. Please add any additional thoughts, problems, or questions you may have on your professional needs, part-time teaching, inservice training, or any related subjects.

SURVEY RESULTS:	RESULTS:
Would you like to receive a copy of the results of this study? (1 = yes / 2 = no)	1 2

THANK YOU VERY MUCH FOR PARTICIPATING IN THIS STUDY!

Note: If this questionnaire becomes separated from the return envelope, please mail it to:

ADULT BASIC EDUCATION SURVEY
c/o Office of Adult Education
Superintendent of Public Instruction
Old Capitol Bldg.
Olympia, WA 98504

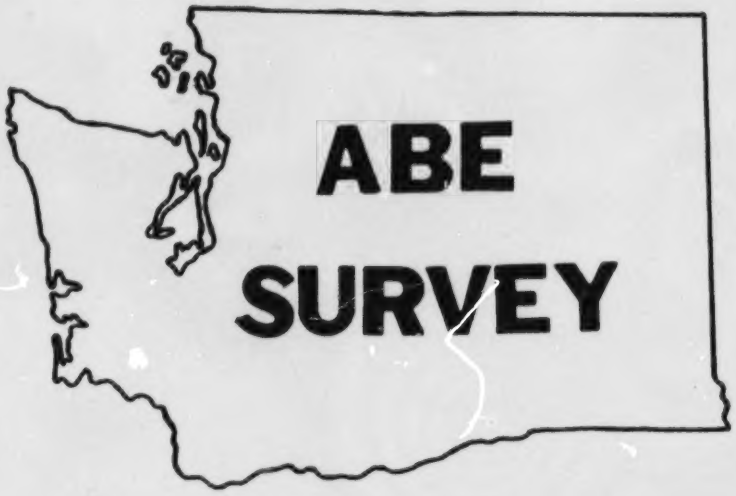
APPENDIX B

L

ADULT BASIC EDUCATION SURVEY:

A STATEWIDE STUDY OF WASHINGTON ABE TEACHERS

AND THEIR INSERVICE NEEDS



ADULT BASIC EDUCATION SURVEY
C/O Office of Adult Education
Superintendent of Public Instruction
Old Capitol Building
Olympia, Wa. 98504

APPENDIX B (continued)

FORM L: SURVEY OF LOCAL ABE ADMINISTRATORS OR COORDINATORS

The purpose of this survey is to learn more about the inservice needs of ABE teachers who work in the state of Washington. Your opinions, as those of an ABE administrator or coordinator, are very important. THANK YOU FOR TAKING THE TIME TO RESPOND!

Please be assured of complete confidentiality regarding the answers and comments you make; the completed questionnaires will be read by only the one person conducting the survey, Pete Stafford. No one else will look at them. Only combined, tabulated results and general categories will be used later in the project. There is no need to sign your name; the coded ID number given on the front cover is enough identification.

General Directions:

Please read each item carefully. You will usually be asked to circle a single number as the way of responding The computer can not process more than one response per question, so please always choose the single best answer.

If you wish to make any additional comments, please feel free to do so. Use the space at the left of each page.

Part I: YOUR PERCEPTIONS ABOUT PART-TIME ABE TEACHERS AND INSERVICE TRAINING

Directions: Below are some statements with which you are asked to agree or disagree. Circle one number for each statement, according to this code:

1 = Strongly Disagree
2 = Disagree
3 = No Feeling
4 = Agree
5 = Strongly Agree

APPENDIX B (continued)

Comments	Question	Response	Strongly Disagree	Disagree	N. Feeling	Agree	Strongly Agree
	1. Part-time ABE teachers tend to keep their jobs for a shorter time than do full-time ABE teachers.	1.	1	2	3	4	5
	2. Part-time ABE teachers are more cost-effective employees than are full-time ABE teachers.	2.	1	2	3	4	5
	3. The present trend in ABE at our institution is toward using more part-time teachers than full-time teachers.	3.	1	2	3	4	5
	4. Part-time ABE teachers tend to give "more" than the part-time for which they are paid.	4.	1	2	3	4	5
	5. It is more difficult to make plans for program improvement with part-time ABE teachers than it is with full-time ABE teachers.	5.	1	2	3	4	5
	6. Inservice training is important for increasing the adult education competencies of ABE teachers.	6.	1	2	3	4	5
	7. Local programs need to allocate funds for the inservice training of their ABE teachers.	7.	1	2	3	4	5
	8. More ABE inservice activities should be planned cooperatively with neighboring institutions.	8.	1	2	3	4	5
	9. ABE teachers should be involved in the planning of inservice activities that they will experience.	9.	1	2	3	4	5
	10. Inservice training is important for increasing the ability of ABE teachers to understand and relate to adult students.	10.	1	2	3	4	5
	11. Inservice training is important for increasing the ability of ABE teachers to teach adult students.	11.	1	2	3	4	5

(Continued, next page)

APPENDIX B (continued)

Comments	Question	Response					
			Strongly Disagree	Disagree	No Feeling	Agree	Strongly Agree
	12. Pre and post testing of ABE teachers should be included with inservice activities to measure possible teacher gains.	12.	1	2	3	4	5
	13. ABE teachers should be included in more general inservice that is conducted for the entire institution.	13.	1	2	3	4	5
	14. Orientation programs should be made a strong part of local ABE staff development efforts.	14.	1	2	3	4	5
	15. There should be a state advisory committee for ABE inservice training.	15.	1	2	3	4	5
	16. The state should use some "master teachers" to visit classrooms and help with the individual needs of ABE teachers.	16.	1	2	3	4	5
	17. Each local program needs a long-range plan for the systematic inservice training of ABE teachers.	17.	1	2	3	4	5
	18. The inservice training needs of part-time and full-time ABE teachers are different.	18.	1	2	3	4	5
	19. There should be some inservice training activities for ABE part-timers only.	19.	1	2	3	4	5
	20. The inservice training needs of the less experienced (0 to 2 yrs.) ABE teachers are different from the needs of more experienced (3 or more yrs.) ABE teachers.	20.	1	2	3	4	5
	21. Inservice training is important for professional growth.	21.	1	2	3	4	5
	22. Inservice training has potential for the future that makes it worthwhile to continue.	22.	1	2	3	4	5
	23. Participants must be selective in what inservice training activities they choose to attend.	23.	1	2	3	4	5
	24. Inservice training activities are mainly a waste of time.	24.	1	2	3	4	5

APPENDIX B (continued)

Part II: THE INSERVICE TRAINING OF ABE TEACHERS

Directions: For each question, please circle the single number in the response column which best answers the question.

Question	Response
1. Within the last three years ('77-'78, '78-'79, '79-'80) has your institution sponsored any school-wide inservice activities to which ABE teachers were invited? (1 = yes / 2 = no)	1. 1 2
2. Within the last three years, has your program sponsored any inservice activities which were intended specifically for the adult education teachers at your school? (1 = yes / 2 = no)	2. 1 2
3. Within the last three years, has your institution participated in any inservice activities for adult education teachers which were done in cooperation with other schools? (1 = yes / 2 = no)	3. 1 2
4. If you answered yes to any of the three previous questions, please list the inservice activities below. In the space below, write down the titles or the subject matter of these activities. After each title, tell the kind of inservice by circling a single number according to this code: 1 = Institution-wide inservice. 2 = Inservice for adult education teachers only. 3 = inservice in cooperation with other schools.	4.
Title or Subject Matter:	Kind
a.	a. 1 2 3
b.	b. 1 2 3
c.	c. 1 2 3
d.	d. 1 2 3

(Continued, next page)

APPENDIX B (continued)

Question	Response
4. (Continued)	
Title or Subject Matter: (Continued)	Kind
e.	e. 1 2 3
f.	f. 1 2 3
g.	g. 1 2 3
h.	h. 1 2 3
i.	i. 1 2 3
j.	j. 1 2 3
k.	k. 1 2 3
5. Do you have a procedure for orienting new employees who will teach ABE? (1 = yes / 2 = no)	5. 1 2
6. Which of the following does your orientation procedure include? (1 = yes / 2 = no)	6. Yes NO
a. An orientation handbook.	a. 1 2
b. Pairing the new teacher with experienced teachers.	b. 1 2
c. Introducing the new teacher to other staff.	c. 1 2
d. An orientation day or session for the new teacher before he or she starts to work.	d. 1 2
e. Information about the students in the class.	e. 1 2
f. An explanation of the kinds and uses of available ABE materials.	f. 1 2
g. An explanation of the school's ABE curriculum.	g. 1 2

(Continued, next page)

APPENDIX B (continued)

Question	Response
	Yes / No
h. An explanation of the school's philosophy and goals. (With printed materials as backup)	h. 1 2
i. An explanation of the school's other programs. (With printed materials as backup)	i. 1 2
j. A copy of Instructor's Handbook for Adult Basic Education (Region X Adult Education Consortium, NWREL).	j. 1 2
k. Other (specify): _____ _____	k. 1 2
7. Given below are some possible incentives to increase attendance by ABE teachers at inservice activities. (1) Please indicate whether you have used these incentives (1 = yes / 2 = no) (2) Please evaluate the incentives by using this code: 1 = Strongly Disapprove 2 = Disapprove 3 = No Feeling 4 = Approve 5 = Strongly Approve	7.
a. An unpaid inservice training day with no classes scheduled so teachers might be free to attend.	a.
(1) Use (yes or no?)	1 2
(2) Evaluation:	1 2 3 4 5
b. An inservice day with mileage, meals, and a stipend for teachers who attend.	b.
(1) Use (yes or no?)	1 2
(2) Evaluation:	1 2 3 4 5
c. Tie one factor of salary advancement to the number of hours of inservice participation.	c.
(1) Use (yes or no?)	1 2
(2) Evaluation:	1 2 3 4 5
d. Offer college credit for local inservice education activities.	d.
(1) Use (yes or no?)	1 2
(2) Evaluation:	1 2 3 4 5

(Continued, next page)

APPENDIX B (continued)

Question	Response
7. (Continued)	
e. Tie professional certification to a certain number of college credit hours in adult education.	e.
(1) Use (yes or no?)	1 2
(2) Evaluation:	1 2 3 4 5
f. Awards, ceremonies, or other such recognition of inservice hours.	f.
(1) Use (yes or no?)	1 2
(2) Evaluation:	1 2 3 4 5
g. Appeal to their desire to improve professionally.	g.
(1) Use (yes or no?)	1 2
(2) Evaluation	1 2 3 4 5
h. Other (Specify): _____	h.
_____	
(1) Use (yes or no?)	1 2
(2) Evaluation:	1 2 3 4 5
8. What approach to inservice do you think would be most effective in helping your staff to improve as teachers of ABE? (Circle one number only.) Use this code: 1 = Not effective 2 = Only slightly effective 3 = Moderately effective 4 = Highly effective 5 = Not Observed or No Opinion	8. Not Effective / Only Slightly Effective / Moderately Effective / Highly Effective / Not Observed Or No Opinion
a. Self study materials for teachers.	a. 1 2 3 4 5
b. Periodic workshops done at your school.	b. 1 2 3 4 5
c. Workshops done for a group of local schools working cooperatively.	c. 1 2 3 4 5

(Continued, next page)

APPENDIX B (continued)

Question	Response
8. (Continued)	8. Not Effective = 1; Only Slightly Effective = 2; Moderately Effective = 3; Highly Effective = 4; Not Observed Or No Opinion = 5
d. College courses for credit offered at a place and time convenient for ABE teachers.	d. 1 2 3 4 5
e. Intensive summer institutes.	e. 1 2 3 4 5
f. Summer conferences for ABE teachers of the state or region.	f. 1 2 3 4 5
g. Visiting other schools and classrooms to observe and exchange ideas.	g. 1 2 3 4 5
h. Being observed (by classroom visitation, being video-taped, etc.) with specific feed-back on performance.	h. 1 2 3 4 5
i. Other (specify): _____ _____	i. 1 2 3 4 5
9. Do you have a written staff-development plan which includes your ABE teachers? (1 = yes / 2 = no)	9. 1 2
10. Do you have an allocation of funds in your budget for the inservice education of teachers in ABE-related skills? (1 = yes / 2 = no)	10. 1 2
11. What difficulties do you experience in planning and providing inservice training for your staff? Rate the following items on the degree of difficulty they present. Use this code: 1 = No Difficulty 2 = Little Difficulty 3 = Moderate Difficulty 4 = Much Difficulty	11. No Difficulty = 1; Little Difficulty = 2; Moderate Difficulty = 3; Much Difficulty = 4
a. Difficulty assessing what the teachers need in the way of inservice training.	a. 1 2 3 4

(Continued, next page)

APPENDIX B (continued)

Question	Response
11. (Continued)	
b. Difficulty assessing what the teachers want or will respond to.	b. 1 No 2 Little 3 Mod. 4 Much
c. Difficulty locating good presenters or other resources for inservice.	c. 1 2 3 4
d. Difficulty finding a time for inservice.	d. 1 2 3 4
e. Difficulty generating interest among teachers to attend inservice.	e. 1 2 3 4
f. Difficulty in developing an over-all plan to make inservice more than "hit and miss."	f. 1 2 3 4
g. Other (specify) _____	g. 1 2 3 4
_____	
_____	
12. What are the greatest professional needs of your ABE teachers? List the top three for beginning teachers and for advanced teachers.	12.
a. For Beginning Teachers:	
1.	
2.	
3.	
b. For Advanced Teachers:	
1.	
2.	
3.	
13. What are the greatest needs of adult students which your ABE teachers can address? List your top three:	13.
1.	
2.	
3.	

APPENDIX B (continued)

Question	Response
14. Describe the kinds of help which your program could use to overcome the difficulties that surround inservice education and which would insure quality to the activities. (Fill in below.)	14.
15. What importance do you attach to planning inservice training for ABE teachers at each of these levels? Use this code: 1 = No importance 2 = Little importance 3 = No feeling 4 = Moderate importance 5 = Much importance	15.
a. Regional planning (multi-state).	a. 1 2 3 4 5
b. State planning (for all ABE provider schools in Wa.).	b. 1 2 3 4 5
c. Area cooperative planning (multi-school).	c. 1 2 3 4 5
d. Local planning (each individual ABE provider school).	d. 1 2 3 4 5
16. Would you serve on an advisory committee to plan inservice training for some local schools? (1 = yes / 2 = no)	16. 1 2

APPENDIX B (continued)

Part III: INSERVICE NEEDS INVENTORY

Listed below are some important areas for ABE inservice education. Within each area are listed some teacher skills. Please give your opinion about the present need of your ABE teachers for inservice training to improve each listed skill.

Directions: Circle a single number to indicate the present need of your ABE teachers for inservice training to improve each listed skill. Use this code:

1 = No need
2 = Little need
3 = No feeling
4 = Moderate need
5 = Much need

Feel free to make additional comments at any point.

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	AREA A: TEACHING SKILLS						
	1. Employ flexible grouping techniques in the classroom, like pairing, small groups, and large groups.	1.	1	2	3	4	5
	2. Present information through a researched and well-illustrated lecture.	2.	1	2	3	4	5
	3. Stimulate and direct discussion in groups, classes, and seminars.	3.	1	2	3	4	5
	4. Use individualized instruction techniques, like learning packages, interest groups, and tutoring.	4.	1	2	3	4	5
	5. Direct students in how and what to study.	5.	1	2	3	4	5

APPENDIX B (continued)

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	6. Cooperate with, and be able to organize other teaching personnel. (Team teaching, flexible scheduling, use of volunteers and aides.)	6.	1	2	3	4	5
	7. Improve questioning skills.	7.	1	2	3	4	5
	8. Arrange for and conduct field trips.	8.	1	2	3	4	5
	9. Learn and apply principles of adult learning to the ABE classroom.	9.	1	2	3	4	5
	10. Assess student's learning style.	10.	1	2	3	4	5
	11. Provide special help to students with specific problems that affect learning (e.g. substance abusers, physically handicapped, with emotional problems, learning disabilities, etc.).	11.	1	2	3	4	5
	12. Operate and appropriately use audiovisual aids.	12.	1	2	3	4	5
	13. Become familiar with electronic and computer-assisted instructional techniques.	13.	1	2	3	4	5
	14. Become familiar with "mastery learning" techniques which make student advancement depend on student mastery.	14.	1	2	3	4	5
	15. Other (your input here will be very useful): _____ _____ _____	15.	1	2	3	4	5

APPENDIX B (continued)

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	AREA B: TESTING AND EVALUATION						
	1. Initial diagnosis of student learning needs.	1.	1	2	3	4	5
	2. Conduct on-going progress testing.	2.	1	2	3	4	5
	3. Place adult readers at correct reading level by the use of informal reading inventories (IRI's).	3.	1	2	3	4	5
	4. Give feedback to students in an appropriate manner.	4.	1	2	3	4	5
	5. Evaluate their own teaching effectiveness.	5.	1	2	3	4	5
	6. Other: _____	6.	1	2	3	4	5
	_____						
	_____						
	AREA C: UNDERSTANDING AND COUNSELING THE ADULT STUDENT						
	1. Know the general characteristics of adult learners.	1.	1	2	3	4	5
	2. Know specific differences in ABE students based on factors like race, cultural background, language, social class, and previous school and job experience.	2.	1	2	3	4	5
	3. Know about other school and community resources for purposes of referral.	3.	1	2	3	4	5
	4. Know practical ways of motivating ABE students.	4.	1	2	3	4	5
	5. Raise student's self-concept.	5.	1	2	3	4	5

APPENDIX B (continued)

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	6. Know how to conduct an initial interview with an ABE student.	6.	1	2	3	4	5
	7. Help the student develop a set of learning goals and personal improvement goals.	7.	1	2	3	4	5
	8. Other: _____	8.	1	2	3	4	5
	_____						
	_____						
	AREA D: MATERIALS AND TEACHING AIDS						
	1. Learn how to evaluate new adult education materials.	1.	1	2	3	4	5
	2. Learn how to make interesting and varied materials for student use (learning packages, modules, etc.)	2.	1	2	3	4	5
	3. Become familiar with a wide range of ABE materials.	3.	1	2	3	4	5
	4. Develop or find a useable curriculum for ABE students.	4.	1	2	3	4	5
	5. Develop or find a useable "scope and sequence" for teaching reading to ABE students.	5.	1	2	3	4	5
	6. Other: _____	6.	1	2	3	4	5
	_____						
	_____						

APPENDIX B (continued)

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	AREA E: CLASSROOM MANAGEMENT						
	1. Organize the classroom in such a way as to give individual attention to a varied group of ABE students.	1.	1	2	3	4	5
	2. Know the theory and practice of handling student discipline.	2.	1	2	3	4	5
	3. Provide effective ways to chart student progress and to keep necessary classroom records.	3.	1	2	3	4	5
	4. Arrange physical classroom layout to provide teaching areas, quiet areas, storage of materials and records, and control of classroom traffic.	4.	1	2	3	4	5
	5. Other: _____	5..	1	2	3	4	5
	AREA F: CONTENT FIELDS						
	1. Teaching English (including grammar, spelling, and punctuation.).	1.	1	2	3	4	5
	2. Teaching mathematics.	2.	1	2	3	4	5
	3. Teaching reading (including word-attack skills, comprehension, and critical reading skills.)	3.	1	2	3	4	5
	4. Teaching values clarification.	4.	1	2	3	4	5
	5. Teaching science and health.	5.	1	2	3	4	5

APPENDIX B (continued)

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	6. Teaching English as a Second Language.	6.	1	2	3	4	5
	7. Teaching adult practical skills such as consumer awareness.	7.	1	2	3	4	5
	8. Teaching written composition skills and other communications skills.	8.	1	2	3	4	5
	9. Teaching penmanship.	9.	1	2	3	4	5
	10. Teaching social studies.	10.	1	2	3	4	5
	11. Other: _____	11.	1	2	3	4	5
	_____						
	_____						
	AREA G: TEACHER MAINTENANCE NEEDS						
	1. Develop a plan for professional self-improvement.	1.	1	2	3	4	5
	2. Learn how to deal with the stress associated with teaching ABE.	2.	1	2	3	4	5
	3. Learn methods of improved time management.	3.	1	2	3	4	5
	4. Learn about the dangers of, and remedies for, "burnout" among ABE teachers.	4.	1	2	3	4	5
	5. Learn more about the goals and programs of the school where they work.	5.	1	2	3	4	5
	6. Other: _____	6.	1	2	3	4	5
	_____						
	_____						

APPENDIX B (continued)

ADDITIONAL THOUGHTS:

I would really like to get the fruits of your thinking and wisdom gained from experience in ABE. Please add any additional thoughts, problems, questionings you may have on part-time ABE teachers, ABE inservice training, ABE teacher needs, or any related subjects.

APPENDIX B (continued)

SURVEY RESULTS:	RESULTS:
Would you like to receive a copy of the results of this study? (1 = yes / 2 = no)	1 2

THANK YOU VERY MUCH FOR PARTICIPATING IN THIS STUDY!

Note: If this questionnaire becomes separated from the return envelope, please mail it to:

ADULT BASIC EDUCATION SURVEY
c/o Office of Adult Education
Superintendent of Public Instruction
Old Capitol Bldg.
Olympia, WA 98504

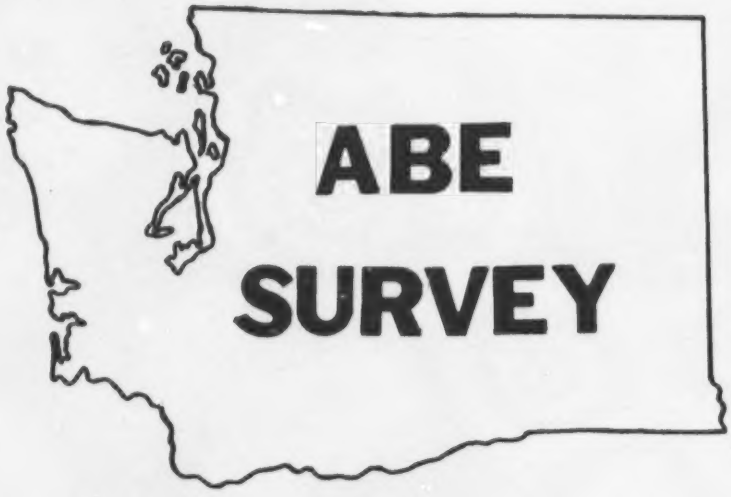
APPENDIX C

S ☐☐☐☐☐☐☐

ADULT BASIC EDUCATION SURVEY:

A STATEWIDE STUDY OF WASHINGTON ABE TEACHERS

AND THEIR INSERVICE NEEDS



ADULT BASIC EDUCATION SURVEY
C/O Office of Adult Education
Superintendent of Public Instruction
Old Capitol Building
Olympia, Wa. 98504

APPENDIX C (continued)

FORM S: ABE STATE-LEVEL SURVEY

The purpose of this survey is to learn more about the inservice needs of ABE teachers who work in the state of Washington. Your opinions are very important, because you are a person familiar with ABE programs at a state level. THANK YOU FOR TAKING THE TIME TO RESPOND!

Please be assured of complete confidentiality regarding the answers and comments you make: the completed questionnaires will be read by only the one person conducting the survey, Pete Stafford. No one else will look at them. Only combined, tabulated results and general categories will be used later in the project. There is no need to sign your name; the coded ID number given on the front cover is enough identification.

General Directions:

Please read each item carefully. You will usually be asked to circle a single number as the way of responding. The computer can not process more than one response per question, so please always choose the single best answer.

If you wish to make any additional comments, please feel free to do so. Use the spaces at the left of each page.

NOTE: The perspective for replying to the questions in this survey is ABE IN THE STATE OF WASHINGTON, AS YOU SEE IT.

Part I: YOUR PERCEPTIONS ABOUT PART-TIME ABE TEACHERS AND INSERVICE TRAINING

Directions: Below are some statements with which you are asked to agree or disagree. Circle one number for each statement, according to this code.

1 = Strongly Disagree
2 = Disagree
3 = No Feeling
4 = Agree
5 = Strongly Agree

(Continued, next page)

APPENDIX C (continued)

Comments	Question	Response	Strongly Disagree	Disagree	No Feeling	Agree	Strongly Agree
	Part I (Continued)						
	1. Part-time ABE teachers tend to keep their jobs for a shorter time than do full-time ABE teachers.	1.	1	2	3	4	5
	2. Part-time ABE teachers are more cost-effective employees than are full-time ABE teachers.	2.	1	2	3	4	5
	3. The present trend in ABE in the state of Washington is toward using more part-time teachers than full-time teachers.	3.	1	2	3	4	5
	4. Part-time ABE teachers tend to give "more" than the part time for which they are paid.	4.	1	2	3	4	5
	5. It is more difficult to make plans for program improvement with part-time ABE teachers than it is with a full-time ABE teachers.	5.	1	2	3	4	5
	6. Inservice training is important for increasing the adult education competencies of ABE teachers.	6.	1	2	3	4	5
	7. Local programs need to allocate funds for the inservice training of their ABE teachers.	7.	1	2	3	4	5
	8. More ABE inservice activities should be planned cooperatively with neighboring institutions.	8.	1	2	3	4	5
	9. ABE teachers should be involved in the planning of inservice activities that they will experience.	9.	1	2	3	4	5
	10. Inservice training is important for increasing the ability of ABE teachers to understand and relate to adult students.	10.	1	2	3	4	5
	11. Inservice training is important for increasing the ability of ABE teachers to teach adult students.	11.	1	2	3	4	5

(Continued, next page)

APPENDIX C (continued)

Comments	Question	Response					
	Part I (Continued)		Strongly Disagree	Disagree	No Feeling	Agree	Strongly Agree
	12. Pre and post testing of ABE teachers should be included with inservice activities to measure possible teacher gains.	12.	1	2	3	4	5
	13. ABE teachers should be included in more general inservice that is conducted for the entire institution.	13.	1	2	3	4	5
	14. Orientation programs should be made a strong part of local ABE staff development efforts.	14.	1	2	3	4	5
	15. There should be a state advisory committee of ABE inservice training.	15.	1	2	3	4	5
	16. The state should use some "master teachers" to visit classrooms and help with the individual needs of ABE teachers.	16.	1	2	3	4	5
	17. Each local program needs a long-range plan for the systematic inservice training of ABE teachers.	17.	1	2	3	4	5
	18. The inservice training needs of part-time and full-time ABE teachers are different.	18.	1	2	3	4	5
	19. There should be some inservice training activities for ABE part-timers only.	19.	1	2	3	4	5
	20. The inservice training needs of the less experienced (0 to 2 yrs.) ABE teachers are different from the needs of more experienced (3 or more yrs.) ABE teachers.	20.	1	2	3	4	5
	21. Inservice training is important for professional growth.	21.	1	2	3	4	5
	22. Inservice training has potential for the future that makes it worthwhile to continue.	22.	1	2	3	4	5
	23. Participants must be selective in what inservice training activities they choose to attend.	23.	1	2	3	4	5
	24. Inservice training activities are mainly a waste of time.	24.	1	2	3	4	5

APPENDIX C (continued)

Part II: THE INSERVICE TRAINING OF ABE TEACHERS

Directions: For each question please circle the single number in the response column which bests answers the question.

Comments	Question	Response	Strongly Disapprove	Disapprove	No Feeling	Approve	Strongly Approve
	1. Given below are some possible incentives to increase attendance by ABE teachers at inservice activities. Please evaluate the incentives by using this code: 1 = Strongly Disapprove 2 = Disapprove 3 = No Feeling 4 = Approve 5 = Strongly Approve	1.					
	a. An unpaid inservice training day with no classes scheduled so teachers might be free to attend.	a.	1	2	3	4	5
	b. An inservice day with mileage, meals and a stipend for teachers who attend.	b.	1	2	3	4	5
	c. Tie one factor of salary advancement to number of hours of inservice participation.	c.	1	2	3	4	5
	d. Offer college credit for local inservice education activities.	d.	1	2	3	4	5
	e. Tie professional certification to a certain number of college credit hours in adult education.	e.	1	2	3	4	5
	f. Awards, ceremonies, or other non-monetary recognition of inservice hours.	f.	1	2	3	4	5
	g. Appeal to their desire to improve professionally.	g.	1	2	3	4	5
	h. Other (specify) _____ _____	h.	1	2	3	4	5

APPENDIX C (continued)

Comments	Question	Response
	2. Listed below are some approaches to inservice training. Evaluate each as to its effectiveness in helping ABE teachers to improve, as you have seen it in the state. Use this code: 1 = Not Effective 2 = Only Slightly Effective 3 = Moderately Effective 4 = Highly Effective 5 = Not Observed or No Opinion	2. Not Effective / Only Slightly Effective / Moderately Effective / Highly Effective / Not Observed Or No Opinion
	a. Self study materials for teachers.	a. 1 2 3 4 5
	b. Periodic workshops done at a local school.	b. 1 2 3 4 5
	c. Workshops done for a group of local schools working cooperatively.	c. 1 2 3 4 5
	d. College courses for credit offered at a place and time convenient for ABE teachers.	d. 1 2 3 4 5
	e. Intensive summer institutes.	e. 1 2 3 4 5
	f. Summer conferences for ABE teachers of the state or the region.	f. 1 2 3 4 5
	g. Visiting other schools and classrooms to observe and exchange ideas.	g. 1 2 3 4 5
	h. Being observed (by classroom visitation, being vido-taped, etc.) with specific feed-back on performance.	h. 1 2 3 4 5
	i. Other (specify) _____ _____	i. 1 2 3 4 5

APPENDIX C (continued)

Question	Response
3. What approaches to inservice do you think are most promising for the future? Please describe and comment below:	3.
4. What are the greatest needs of ABE students with which ABE teachers might help? List your top three below: 1. 2. 3.	4.

APPENDIX C (continued)

Question	Response
5. What are the greatest professional needs of ABE teachers in the state of Washington? List the top three for beginning teachers and for advanced teachers. a. For Beginning Teachers: 1. 2. 3. b. For Advanced Teachers: 1. 2. 3.	5.
6. Do you feel each school should have a local staff development plan for ABE and other adult education teachers? (1 = yes / 2 = no)	6. 1 2

APPENDIX C (continued)

Question	Response
7. What importance do you attach to planning inservice training for ABE teachers at each of these levels? Use this code: 1 = No Importance 2 = Little Importance 3 = No Feeling 4 = Moderate Importance 5 = Much Importance	7.
a. Regional planning (multi-state).	a. 1 2 3 4 5
b. State planning (for all ABE provider schools in Washington).	b. 1 2 3 4 5
c. Area cooperative planning (multi-school).	c. 1 2 3 4 5
d. Local planning (each individual ABE provider school).	d. 1 2 3 4 5
8. What level of importance do you give to orientation as a part of each school's training program for newly hired teachers of ABE? 1. No importance 2. Little importance 3. No feeling 4. Moderate importance 5. Much importance.	8. 1 2 3 4 5
9. What kinds of help do you think local ABE programs need to overcome the difficulties that surround inservice education and to insure quality to the activities? (Please list and comment below and on the next page.)	9.

APPENDIX C (continued)

Question	Response
9. (Continued)	9.
10. Do you think that the local administration and coordinators of ABE programs need inservice training? (1 = yes / 2 = no) If yes, in what areas? (Please describe)	10. 1 2

APPENDIX C (continued)

Part III: INSERVICE NEEDS INVENTORY

Listed below are some important areas for ABE inservice education. Within each area are listed some teacher skills. Please give your opinion about the present need of the state's ABE teachers for inservice training to improve each listed skill.

Directions: Circle a single number to indicate the present need of the state's ABE teachers for inservice training to improve each listed skill. Use this code:

1 = No need
2 = Little need
3 = No feeling
4 = Moderate need
5 = Much need

Feel free to make additional comments at any point.

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	AREA A: TEACHING SKILLS						
	1. Employ flexible grouping techniques in the classroom, like pairing, small groups, and large groups.	1.	1	2	3	4	5
	2. Present information through a researched and well-illustrated lecture.	2.	1	2	3	4	5
	3. Stimulate and direct discussion in groups, classes, and seminars.	3.	1	2	3	4	5
	4. Use individualized instruction techniques, like learning packages, interest groups, and tutoring.	4.	1	2	3	4	5
	5. Direct students in how and what to study.	5.	1	2	3	4	5

APPENDIX C (continued)

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	6. Cooperate with, and be able to organize other teaching personnel. (Team teaching, flexible scheduling, use of volunteers and aides.)	6.	1	2	3	4	5
	7. Improve questioning skills.	7.	1	2	3	4	5
	8. Arrange for and conduct field trips.	8.	1	2	3	4	5
	9. Learn and apply principles of adult learning to the ABE classroom.	9.	1	2	3	4	5
	10. Assess student's learning style.	10.	1	2	3	4	5
	11. Provide special help to students with specific problems that affect learning (e.g. substance abusers, physically handicapped, with emotional problems, learning disabilities, etc.).	11.	1	2	3	4	5
	12. Operate and appropriately use audiovisual aids.	12.	1	2	3	4	5
	13. Become familiar with electronic and computer-assisted instructional techniques.	13.	1	2	3	4	5
	14. Become familiar with "mastery learning" techniques which make student advancement depend on student mastery.	14.	1	2	3	4	5
	15. Other (your input here will be very useful): _____ _____ _____	15.	1	2	3	4	5

APPENDIX C (continued)

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	AREA B: TESTING AND EVALUATION						
	1. Initial diagnosis of student learning needs.	1.	1	2	3	4	5
	2. Conduct on-going progress testing.	2.	1	2	3	4	5
	3. Place adult readers at correct reading level by the use of informal reading inventories (IRI's).	3.	1	2	3	4	5
	4. Give feedback to students in an appropriate manner.	4.	1	2	3	4	5
	5. Evaluate their own teaching effectiveness.	5.	1	2	3	4	5
	6. Other: _____	6.	1	2	3	4	5
	_____						
	_____						
	AREA C: UNDERSTANDING AND COUNSELING THE ADULT STUDENT						
	1. Know the general characteristics of adult learners.	1.	1	2	3	4	5
	2. Know specific differences in ABE students based on factors like race, cultural background, language, social class, and previous school and job experience.	2.	1	2	3	4	5
	3. Know about other school and community resources for purposes of referral.	3.	1	2	3	4	5
	4. Know practical ways of motivating ABE students.	4.	1	2	3	4	5
	5. Raise student's self-concept.	5.	1	2	3	4	5

APPENDIX C (continued)

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	6. Know how to conduct an initial interview with an ABE student.	6.	1	2	3	4	5
	7. Help the student develop a set of learning goals and personal improvement goals.	7.	1	2	3	4	5
	8. Other: _____	8.	1	2	3	4	5
	AREA D: MATERIALS AND TEACHING AIDS						
	1. Learn how to evaluate new adult education materials.	1.	1	2	3	4	5
	2. Learn how to make interesting and varied materials for student use (learning packages, modules, etc.)	2.	1	2	3	4	5
	3. Become familiar with a wide range of ABE materials.	3.	1	2	3	4	5
	4. Develop or find a useable curriculum for ABE students.	4.	1	2	3	4	5
	5. Develop or find a useable "scope and sequence" for teaching reading to ABE students.	5.	1	2	3	4	5
	6. Other: _____	6.	1	2	3	4	5

APPENDIX C (continued)

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	AREA E: CLASSROOM MANAGEMENT						
	1. Organize the classroom in such a way as to give individual attention to a varied group of ABE students.	1.	1	2	3	4	5
	2. Know the theory and practice of handling student discipline.	2.	1	2	3	4	5
	3. Provide effective ways to chart student progress and to keep necessary classroom records.	3.	1	2	3	4	5
	4. Arrange physical classroom layout to provide teaching areas, quiet areas, storage of materials and records, and control of classroom traffic.	4.	1	2	3	4	5
	5. Other: _____	5.	1	2	3	4	5
	AREA F: CONTENT FIELDS						
	1. Teaching English (including grammar, spelling, and punctuation.).	1.	1	2	3	4	5
	2. Teaching mathematics.	2.	1	2	3	4	5
	3. Teaching reading (including word-attack skills, comprehension, and critical reading skills.)	3.	1	2	3	4	5
	4. Teaching values clarification.	4.	1	2	3	4	5
	5. Teaching science and health.	5.	1	2	3	4	5

APPENDIX C (continued)

Comments	Question	Response	No Need	Little Need	No Feeling	Moderate Need	Much Need
	6. Teaching English as a Second Language.	6.	1	2	3	4	5
	7. Teaching adult practical skills such as consumer awareness.	7.	1	2	3	4	5
	8. Teaching written composition skills and other communications skills.	8.	1	2	3	4	5
	9. Teaching penmanship.	9.	1	2	3	4	5
	10. Teaching social studies.	10.	1	2	3	4	5
	11. Other: _____	11.	1	2	3	4	5
	_____						
	_____						
	AREA G: TEACHER MAINTENANCE NEEDS						
	1. Develop a plan for professional self-improvement.	1.	1	2	3	4	5
	2. Learn how to deal with the stress associated with teaching ABE.	2.	1	2	3	4	5
	3. Learn methods of improved time management.	3.	1	2	3	4	5
	4. Learn about the dangers of, and remedies for, "burnout" among ABE teachers.	4.	1	2	3	4	5
	5. Learn more about the goals and programs of the school where they work.	5.	1	2	3	4	5
	6. Other: _____	6.	1	2	3	4	5
	_____						
	_____						

APPENDIX C (continued)

ADDITIONAL THOUGHTS:

I would really like to get the fruits of your thinking and wisdom gained from experience in ABE. Please add any additional thoughts, problems, questionings you may have on part-time ABE teachers, ABE inservice training, ABE teacher needs, or any related subjects.

APPENDIX C (continued)

SURVEY RESULTS:	RESULTS:
Would you like to receive a copy of the results of this study? (1 = yes / 2 = no)	1 2

THANK YOU VERY MUCH FOR PARTICIPATING IN THIS STUDY!

Note: If this questionnaire becomes separated from the return envelope, please mail it to:

ADULT BASIC EDUCATION SURVEY
c/o Office of Adult Education
Superintendent of Public Instruction
Old Capitol Bldg.
Olympia, WA 98504